

**HOLLAND PATENT CENTRAL SCHOOL DISTRICT**

**RESPONSE TO INTERVENTION/ACADEMIC  
INTERVENTION SERVICE PLAN**

**2025-2026**

## TABLE OF CONTENTS

Introduction	3
Instruction Matched to Student Needs - Four Tiers of Response to Intervention	4
Review of Students	5
Parent Involvement	6
Multi-Tier Service Delivery Model	7
Tier 1 Procedures- Classroom Teacher Responsibilities	8
Tier 2 and Tier 3- Response to Intervention Teacher Responsibilities	8
Tier 4- Special Education Teacher Responsibilities	9
Critical Elements of the 4 Tier Model	11
Response to Intervention Services Chart	10
Program Outline and Definitions	14

## **INTRODUCTION**

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs. RtI uses learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

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

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

#### APPROPRIATE INSTRUCTION

The process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel.

## **Reading**

Appropriate instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies. [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]

## **Math**

Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense, and reasoning ability.

## **Related Services**

RTI Services for Occupational Therapy, Physical Therapy, Speech Therapy, and Counseling will be provided per the recommendation of the treating therapist, determined in conjunction with the School Based Intervention Team. RTI related services will address school-based needs.

## **INSTRUCTION MATCHED TO STUDENT NEEDS**

The process to determine if a student responds to scientific, research-based instruction shall include increasingly intensive levels of targeted intervention matched to student needs 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.

## **REVIEW OF STUDENTS**

After universal screening, students are referred to the SBIT (School-based Intervention Team) for discussion of the most appropriate intervention. Individual student plans are then developed and implemented. Interventions are determined, progress monitored, and reviewed by the SBIT at a minimum of every 8-12 weeks. Rtl teachers will be required to utilize anecdotal records and monitor student progress toward their goals in RTI Edge. Using the data collected by the Rtl teacher, as well as classroom performance data, the SBIT committee will make informed, data-driven decisions concerning continued eligibility and/or discharge from Rtl.

Students in grades 6-12 who are deemed eligible to receive services will be reviewed to determine if services should be continued at least once per semester. A combination of state assessment data, local performance information, and Rtl teacher input will be used to determine continued eligibility.

## PARENT INVOLVEMENT IN PLACEMENT AND REVIEW OF RtI PLACEMENT

The parent(s) or the person(s) in parental relation to the student must be notified in writing, by the building principal, that his/her child will be receiving Response to Intervention services. Students over the age of (17) shall also receive written notification of such required service. Such notice must be provided in English and translated, when appropriate, into a parent's native language.

The written notification must include the following:

- A summary of the Response to Intervention services to be provided
- The reason the student needs such services
- The amount and nature of student performance data that will be collected
- The parents' right to request an evaluation for special education programs and/or services

The principal shall also provide written parental notification when RtI services will be discontinued. The written notification shall include the following:

- The criteria for ending service
- The performance levels obtained on district-selected assessments, if appropriate; and teacher recommendation rubrics
- Be translated, where appropriate, into the native language of the parent(s)

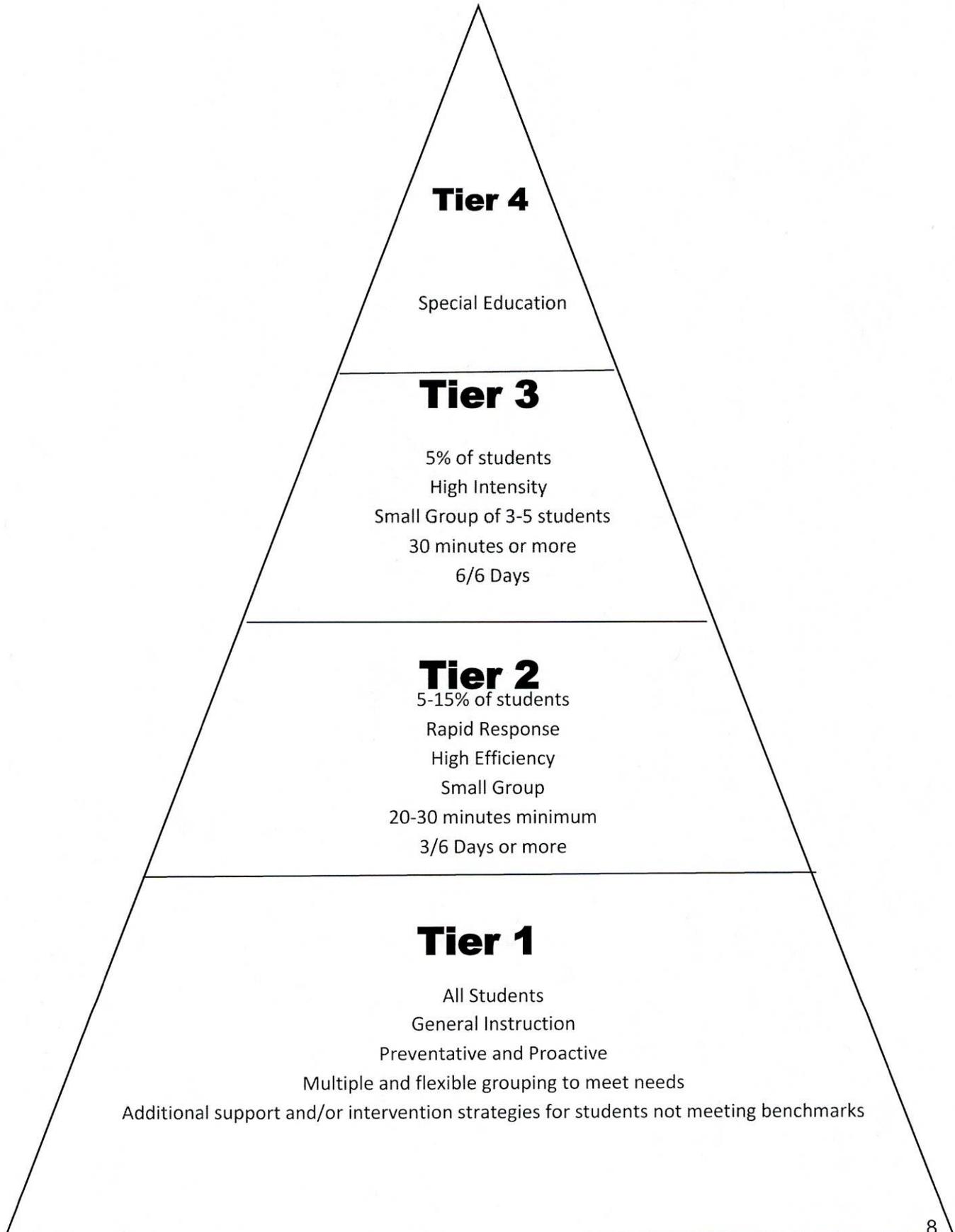
HPCSD is required to provide on-going communication to the parent(s) or person(s) in parental relation to the student receiving the RtI services. The parent(s) shall be provided an opportunity to consult with the student's general education teacher(s) and other staff providing RtI services at least once per quarter. Middle and high school staff will use AIS Edge for progress reporting at the 5-week mark each quarter. Progress will be noted as *Satisfactory or Unsatisfactory* on the quarterly report card. Parents of elementary students shall be provided with reports at least once each quarter reflecting progress that has been made.

## MULTI-TIER SERVICE DELIVERY MODEL

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student). HPCSD has implemented a 4 tier model of intervention. When students are identified through screening, progress monitoring, or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- size of instructional group
- mastery requirements for content
- frequency and focus of screening
- duration of the intervention
- frequency and focus of progress monitoring
- frequency of intervention provided
- the instructor's qualifications

# Four Tier Service Delivery Model





LEVELS OF INTERVENTION

**TIER 1**

Tier 1 is commonly identified as the core instructional program provided to all students **by the general education teacher in the general education classroom**. Research-based instruction and positive behavior intervention and support are part of the core program. “The focus for Tier 1 is to improve the core classroom instruction that ALL students receive. Tier 1 instruction is designed to address the needs of the majority of a school’s students. By using flexible grouping, ongoing assessment, and targeting specific skills, general education teachers are able to meet instructional goals.” (McCook, *The RtI Guide*)

Tier 1 includes:

- Core curriculum aligned to the NYS Learning Standards
- Research-based reading instruction and research-based instructional interventions that meet the needs of at least 80 percent of all learners
- Differentiated instruction based on the abilities and needs of all students in the core program
- Universal screenings/benchmark assessments of all students in the general education classroom
- Tier 1 targeted intervention for students at-risk of insufficient progress.
- Bi-weekly progress monitoring of students initially identified as at-risk or in need of classroom - based interventions. Data collected during progress monitoring must be available to administrators and/or parents for review

<b>Tier 1 - Classroom</b>	
<b>Target Group &amp; Instruction</b>	For all students: 100% of students will receive appropriate instruction delivered to all students in the general education class. Instruction in reading will be scientific, research-based reading programs delivered with fidelity that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, fluency (including oral reading) and comprehension.
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs
<b>Identify Student Needs/Goal</b>	Students who are not meeting the required benchmarks or grade level standards receive additional support and/or intervention/strategies within the general education classroom.
<b>Duration of Intervention</b>	6 to 8 weeks (per intervention).
<b>Interventionist</b>	General education classroom teacher
<b>Setting</b>	General education classroom
<b>Frequency of Data Collection</b>	<i>Universal Screening:</i> detailed in Universal Screening <i>Progress Monitoring:</i> Biweekly a minimum of 3 progress monitoring data points (per intervention) with the student in need of instructional support.
<b>Review</b>	Every 6-8 weeks: the review will take place with appropriate personnel and Principal. The decision to continue intervention, change intervention or refer to the School-Based Intervention Team will then be made.

<b>Duration of Continued Intervention</b>	Depends on student response to the intervention(s), and progress.
<b>Prior to movement up Tiers</b>	2- 3 interventions/strategies (one at a time, per skill) will be implemented over a course of 6-8 weeks for each intervention. See Tier 1 Intervention Binder for classroom interventions on <a href="#">RtI and AIS Team Drive</a> for evidence-based interventions.

At any point in time if data indicates a student is on or above grade level, the classroom teacher may choose to discontinue targeted intervention and monitor through Universal Screening/Benchmark assessments.

**If multiple sources of data indicate that the student is significantly below grade level (25<sup>th</sup> percentile or below), the classroom teacher should refer the student to the School-Based Intervention Team to determine if additional interventions (in conjunction with Tier 1 support) are warranted. If multiple data sources indicate the student is performing below the 25<sup>th</sup> percentile, the SBIT should consider a Tier 2 intervention; if multiple data sources indicate a student is performing below the 10<sup>th</sup> percentile, the SBIT should consider a Tier 3 intervention.**

**District-Approved Core Reading and Math Programs/Tier 1 Instruction:**

- Balanced Literacy Curriculum, including Shared Reading, Guided Reading, and Writer’s Workshop
- *Reading A-Z*
- *Sonday Systems Essential*
- *Envisions* Mathematics Curriculum
- Supplemental materials to support NYS Next Generation Learning Standards

## TIER 2

Tier 2 intervention is **supplemental** small-group instruction **provided in addition to, and not in place of**, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions a minimum three days per six-day cycle. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are grouped according to instructional need. The determination of which interventions will be provided to an individual student is made by a building team using multiple sources of data.

Tier 2 instruction may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Ideally, approximately 10 to 15% of students in a class receive Tier 2 intervention. Progress monitoring occurs bi-weekly.

The recommended length of time a student spends in the second tier of intervention will vary from approximately ten to twenty weeks or longer, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, the intervention should be adjusted and monitored prior to moving to a tier 3 intervention.

<b>Tier 2 – Strategic Interventions (<i>Supplemental Instruction</i>)</b>	
<b>Target Group</b>	5-15% of the students. For students who have <b>not responded adequately</b> to Tier 1 efforts.
<b>Grouping</b>	<b>Homogeneous</b> small group instruction, <b>depending upon the intervention</b> . It is important that the groups be at the same ability/instructional level with the focus on similar skills.
<b>Identify Students Needs/Goal</b>	Identify student goal generated by data demonstrating student need (given response to Tier 1 interventions).
<b>Duration of Intervention</b>	Three or more times per six-day cycle (for at least ten weeks) for a minimum of 20-minute interventions, <b>in addition to the core instructional block</b> .
<b>Interventionist</b>	Personnel <b>determined by the building team</b> (e.g., a classroom teacher, specialized reading/AIS teacher, or special education teacher, or therapists (OT, PT, Speech)).
<b>Setting</b>	<b>Setting designated by the team</b> ; may be within or outside of the classroom
<b>Frequency of Data Collection</b>	Biweekly progress monitoring on the targeted skill to ensure adequate progress and learning with a minimum of 3-4 data points (per intervention). Data are input into Rtl EDGE.

<b>Review</b>	Every 8-12 weeks at minimum, progress will be reviewed.
<b>Duration of Continued Intervention</b>	Depends on student response to the intervention(s) and progress.
<b>Prior to movement up or down Tiers</b>	2-3 interventions (at Tier 2) per skill prior to review by the SBIT, which will determine if a student moves up/down a tier.

**Recommended Tier 2 Interventions:**

- *Reading A-Z*
- *Sonday System 1 & 2*
- *Let's Play Learn*
- *Heggerty Bridge the Gap*
- *LIPS*
- Other research- or evidence-based interventions/strategies

### TIER 3

“A small percentage of students who have received Tier 2 supplemental instruction will continue to struggle in acquiring necessary skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer.” (McCook, *The RtI Guide*)

Tier 3 is typically reserved for approximately one to five percent of students. This tier provides greater individualized instruction in an individual or small group setting for 30 minutes up to six days out of a six day cycle. The progress of students at Tier 3 is monitored frequently, at least bi-weekly, to determine the student’s response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. **Tier 3 intervention is supplemental instruction, and does not replace Tier 1 instruction.**

<b>Tier 3 – Intensive Intervention (<i>Supplemental Instruction</i>)</b>	
<b>Target Group</b>	<b>For 5% of the student population</b> who have <b>not responded adequately</b> to Tier 1 and 2 efforts, or who demonstrate significant needs. Students are at risk of insufficient progress
<b>Grouping</b>	<b>Homogeneous</b> small-group instruction of no more than 3-5 students, depending on the intervention. It is important that the groups be at the same ability/instructional level, focusing on similar skills.
<b>Identify Students Needs/Goal</b>	Identify student goal generated by data demonstrating student need (given response to Tier 1 and 2 interventions).
<b>Duration of Intervention</b>	Daily intervention/strategy for a minimum of 30 minutes <b>in addition to</b> the core instructional block.
<b>Interventionist</b>	Reading teacher, special education teacher, or an AIS teacher
<b>Setting</b>	Appropriate setting designated by the team, may be within or outside the classroom.
<b>Frequency of Data Collection</b>	At least weekly progress monitoring on targeted skill with data input into RTI Edge, AND any other pertinent information (grades, homework completion, attendance, medical, quarterly assessments etc.)
<b>Review</b>	Every 6-8 weeks: progress will be reviewed with the School-Based Intervention Team
<b>Duration of Continued Intervention</b>	Depends on the student’s response and the data collected.
<b>Prior to movement up or down Tiers</b>	2-3 interventions (at Tier 3) per skill with a minimum of 15-20 weeks prior to movement up or down tiers. The School-Based Intervention Team should meet and review data. Psychologist must be present

	prior to referral to special education.
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**Recommended Tier 3 Interventions:**

- *Reading A-Z*
- *Sonday System 1 & 2*
- *Let's Play Learn*
- *Heggerty Bridge the Gap*
- *LIPS*
- Other research- or evidence-based interventions/strategies

**TIER 4**

Students who do not respond to Tier 3 intervention may be recommended for referral to the Committee on Special Education. For new referrals to the Committee on Special Education (CSE) that come through SBIT, recommendations for referral need to describe in writing the intervention services, programs, and instructional methodologies used to remediate the student's performance prior to the referral, including supplementary aids or support services provided for this purpose, or must state the reasons why no such attempts were made.

Students recommended for referral to the CSE should continue to receive Tier 1 instruction and Tier 3 intervention until a decision has been made by the committee. At that time, students may be recommended for classification as a student with a disability and will have an Individualized Education Program (IEP) developed based on individual needs.

### Description of Critical Elements In a 4-Tier RtI Model

The following table outlines the essential features of a four-tier model of RtI including ranges of frequency and duration of screening, interventions and progress monitoring

<b>Elements</b>	<b>Tier 1 Core Curriculum &amp; Instruction</b>	<b>Tier 2 Supplemental Instruction</b>	<b>Tier 3 Increased Levels of Supplemental Instruction</b>	<b>Tier 4 Special Education</b>
<b>Size of Instructional group</b>	Whole class and small group	Small group Instruction	Individualized or Small group Instruction	Instruction per IEP
<b>Mastery Requirements of Content</b>	Relative to the cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on screening measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring and mastery of IEP goals
<b>Frequency of Progress Monitoring</b>	Screening Measures 3 times per year	Bi-weekly	At least bi-weekly	Per IEP
<b>Frequency of Intervention Provided</b>	Per school schedule 40 minute blocks	Varies, but no less than three times per week for a minimum of 20 minutes per session	Varies, depending on type of service; academic interventions are 6/6 days for 30 minutes per session	Per IEP
<b>Duration of Intervention</b>	School Year	10-20 Weeks	15-20 Weeks	Varies, typically the whole school year

<b>Person Responsible</b>	Classroom Teacher	Classroom Teacher, Rtl Teacher	Classroom Teacher, Rtl Teacher	Classroom Teacher, Special Education Staff
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## IF → THEN CHART

If	→	Then
A student is below benchmark for a screening.	→	<ul style="list-style-type: none"> <li>• Classroom teacher does 6-8 weeks of intervention</li> <li>• Can use Curriculum Based Measures</li> <li>• Does not need to be put into RTI Edge</li> <li>• Document progress on RtI Recording Sheet</li> </ul>
If student responds in 6-8 weeks	→	<ul style="list-style-type: none"> <li>• Done-classroom teacher supports and monitors progress</li> </ul>
If student does not respond to intervention in 6-8 weeks.	→	<ul style="list-style-type: none"> <li>• Try a different Tier 1 intervention (classroom teacher) with documentation on recording sheet.</li> <li>• Lack of progress—refer to SBIT</li> </ul>
If parent requests more services or a CSE referral.	→	<ul style="list-style-type: none"> <li>• SBIT meets and reviews data</li> </ul>
A teacher disagrees with a student's Universal Screening scores or it is not consistent with other data.	→	<ul style="list-style-type: none"> <li>• Use another assessment (<i>DRA2, SRI, Running Records, Woodcock Reading, etc.</i>)</li> <li>• Ask other experts in the building.</li> </ul>
A student performs poorly on oral fluency or reading comprehension issue (Fountas and Pinnell)	→	<ul style="list-style-type: none"> <li>• Teacher analyzes the reason why...think about comprehension or lack of basic reading skills, DRA, and/or oral language or speech.</li> </ul>

### Situations to consider

- If a student was not dismissed from RtI/AIS service(s) from the previous year (June) they will continue with RtI/AIS service(s) in the new school year.
- In the Fall...a student can begin a school year at Tier 2 or Tier 3, based on data.
- School-Based Intervention Teams conduct ongoing reviews of benchmark assessments.
- Hold a School-Based Intervention Team meeting in June to review progress for Tier 2 or Tier 3 students to determine moves up or down in the RtI framework, continue at present Tier, or dismiss.
- Transfer students who received RtI/AIS services at previous school will enter our system at the same level of service but we will administer the universal screening for accuracy.
- Kindergarten students will be considered for RtI/AIS services based on screening and previous data. (Data from September/October...Brigance, language screening, etc.)
- Students who scored below the cut points on New York State ELA and Math Assessments check the NYS Guidance Document annually
- Always use multiple data points.

## RESPONSE TO INTERVENTION SERVICES

Listed below are the Response to Intervention Services/Academic Intervention Services that are available in the Holland Patent Central School District.

Intervention	Elementary Schools	Middle School	High School
Support provided by regular classroom teacher	X	X	X
Academic Intervention/Response to Intervention instruction provided by AIS/RTI teacher (push-in or pull-out)	X	X	X
Before/During/After School Individualized Instruction provided by classroom teacher, AIS/RTI teacher, or teacher assistant	X	X	X
Summer School		X	X
Assistive technology utilizing educational computer software	X	X	X
Research-based, targeted interventions determined through SBIT	X	X	X
Referral to School Counselor and /or Social Worker for intervention	X	X	X
Students encouraged to attend after school help and/or 3-5 Academic Support		X	X
Students Assigned to ELA / Math Labs		X	X
Referral to Committee on Special Education	X	X	X

Referral to Agencies and/or family counseling services	X	X	X
Referral to school nurse	X	X	X
Referral to school or family physician	X	X	X
Referral to Oneida County Probation Department (Pre-PINS/PINS)	X	X	X
Referral Mental Health/Behavioral Services via SPOA Application	X	X	X
Referral to community based supports, including but not limited to CFLR, CCS, Safe Schools	X	X	X

### PROGRAM OUTLINE AND DEFINITIONS

Four Core Curriculum Areas: Math, ELA, Science, Social Studies

Grade Level	Intense	Moderate	Less Intense
K-5	Follow tiered guidelines		
6-8	AIS Labs, 3-5 Academic Support	AIS Labs Help Period	After School Period, Guided Study Hall
9	Learning Lab/Remedial Services; 3-5 Academic Support*	Push-in services Help Period/Test Prep	Test Prep/After School, Guided Study Hall
10			

11			
12			

AIS Lab- Students are assigned to class three days out of the six day cycle. The lab is staffed by a minimum of one certified teacher and is subject specific. Students receive small group (5-18 students) or individual intervention. Assignment to a lab is by the building SBIT team and is part of students’ regular schedule. All state RtI/AIS notification and reporting procedures are followed. The lab would focus on the four core curricula (ELA, math, science, and social studies). Instruction will be diagnostic and prescriptive with multiple strategies employed to meet student needs. A variety of instructional materials will be provided so that multiple grade and performance levels can be served. Students will have access to and be encouraged to use technology to support practice and growth. Progress will be reported quarterly.

Push-in Intervention Services- An additional instructor in the regular classroom structure to assist students during Regents level ELA, Math, Social Studies, and science lessons. These services focus on high need students by reducing student to teacher ratio, thereby making it easier to determine and meet individual student needs.

Help Period- Help Periods focus on daily work and general academic performance. Support includes study skills, organizational support, and general guidance. Students drop-in, are assigned by classroom teachers or school counselors, or the SBIT committee. Students receive extra help from a subject specific, certified teacher or teaching assistant.

Test Prep/After School- This program provides secondary students specific instruction in the content area of a state assessment they have failed or are in jeopardy of not passing. General test taking strategies are also introduced. Test prep sessions are conducted after-school, Saturday mornings or during the summer. For the 2023-2024 school year, this includes the use of the 3:00-5:00 pm academic support program.

Community- and School-Based Social-Emotional Supports- These services are for students who exhibit behaviors that interfere with their academic development. Services may include school-based services, such as work with a counselor or social worker in small groups or individually, as well as referrals to partnering agencies within the school setting, or outside service providers, as deemed necessary by the SBIT committee. This may also include assignment to the Alternative to Suspension program, which includes academic and behavioral/social-emotional support.

## **ELIGIBILITY AND QUALIFICATIONS FOR RtI/AIS SERVICES**

### *Eligibility*

Students eligible for RtI, including those with disabilities and/or limited English Proficiency, are:

- Multiple measures of student learning must be used consistently across buildings and grade levels must be used to determine student eligibility. These include scoring below the designated NYSED cut scores on elementary, intermediate and commencement-level state or local assessments, as

well as limited progress on locally selected measures (i.e. classroom performance, DRA, STAR testing); and/or

- Students who have limited English proficiency and do not meet performance standards in English Language Arts when the cause of the gap in performance is not due to a language difference; and/or
- Students enrolled in a bilingual program who do not meet performance standards in their native language
- Students identified as homeless

Students eligible for RtI are those students who have been identified via a universal school-wide screening (such as DIBELS, STAR ELA and STAR Math, NYS 3-8 Assessments or NYS Regents Exams) to accurately identify those at risk for learning difficulties. Screenings are to take place at least three times per year.

### *Qualifying Assessments*

The New York State and locally adopted assessments listed below are those to be used when measuring student performance.

#### English Language Arts

Grade K	Brigance, DRA, Phonemic Awareness, DIBELS
Grade 1	DRA, Pre-Reading Survey, DIBELS Referrals for students scoring below cut scores as determined by individual subtests in coordination with the assessment company
Grade 2	STAR ELA, DRA, Reading/Spelling Inventory, DIBELS Referrals must be completed for students scoring in the low cohort
Grade 3	STAR ELA, Running Records, Reading/Spelling Inventory, DIBELS Referrals must be completed for students scoring in low cohort
Grade 4-5	STAR ELA, NYS ELA Assessments, Running Records, Reading/Spelling Inventory, DIBELS Referrals must be completed for students scoring below the NYSED designated cut scores
Grade 6-8	STAR ELA, NYS ELA Assessments Referrals must be completed for students scoring below the NYSED designated cut scores
Grade 9-11	STAR ELA, NYS ELA Assessments
Grade 12	STAR ELA, ELA 11 Regents Exam Referrals for students scoring below 65%

#### Math

Grade K	<i>STAR Math, Benchmark Assessments</i>
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Grade 1-5      *STAR Math, Benchmark Assessments*  
Referrals must be completed for students scoring in the low cohort

Grade 6-8      NYS Math Assessments, STAR Math, Unit Assessments, End of Year Assessment  
Referrals must be completed for students scoring below the NYSED designated cut scores

Grade 9-12      All students enrolled in Algebra 1 will receive 40 minutes of additional instruction 3/6 days, NYS Regents Exams

### Social Studies

Grade 10/11      World History & US History and Government Regents Exams  
Referrals must be completed for students scoring below a 65%\*

### Science

Grade 9          Earth Science or Living Environment  
Referrals must be completed for students scoring below a 65%\* on the first required assessment only

## **RELATED SERVICES**

Students may also be eligible for tiered intervention services for speech improvement and occupational therapy.

Eligibility, frequency, and intensity are determined through standardized assessments measuring skills/competencies in these areas, as well as observational/anecdotal records. Interventions may include therapist consultation with teachers for tier 1 support, push-in support for tier 2 needs, and pull-out services for tier 3 needs.

\* Students with a disability may be exempt via State 'safety net' regulations