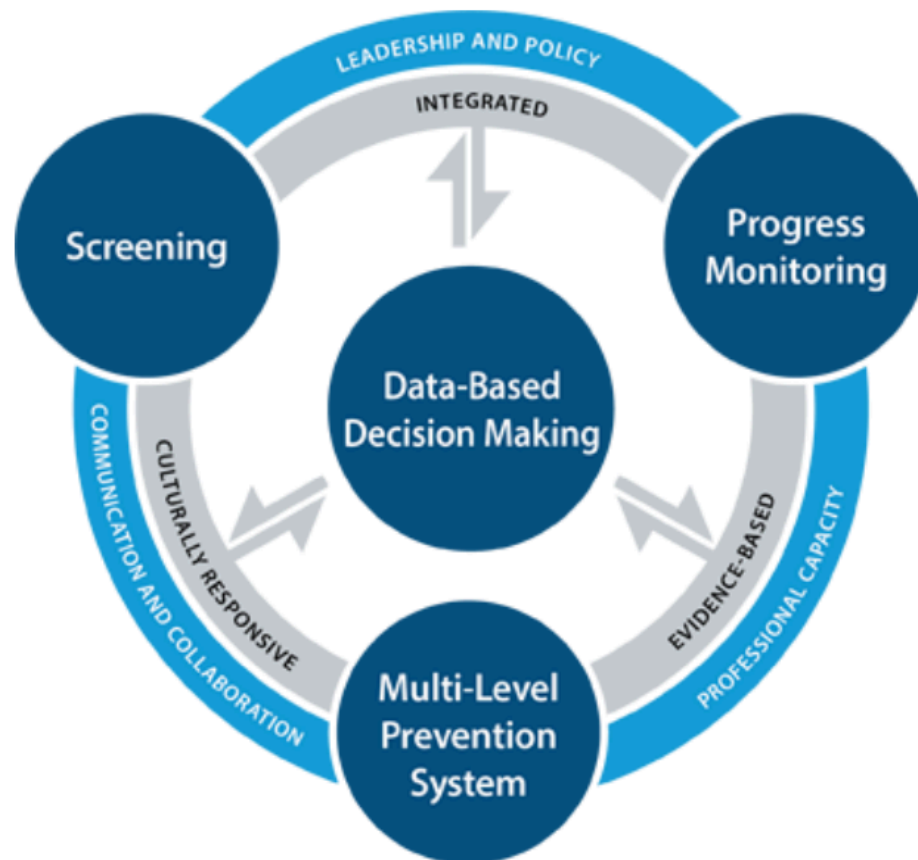




Beekmantown CSD

Multi-Tiered System of Support (MTSS) Handbook (2025-26)



- Center on Multi-Tiered System of Supports

NOTE: Approved 2024-25 Plan with Revisions in Progress for 2025-26

Foreword

In response to the academic needs of our students and in recognition of the advantages of structured, systematic, and consistent approach for providing academic supports, the district's Intervention Committee, together with Lisa Kilanowski, RtI Consultant, devised a district-wide Response to Intervention (RtI) plan.

The purpose and intent of the plan is to provide information regarding the RtI process, the three tiers within the RtI process, and how the process works to support our students. The plan outlines how students are identified (universal screening/benchmarking), how they move between tiers, what intervention tools are used within each tier, how progress is monitored, what data needs to be collected, how the data is analyzed and by whom, and what part each stakeholder has in the process.

As you familiarize yourself with the plan, please keep in mind the following pacing.

2016-17 – Rollout of RtI plan, focusing on the following:

- Schedule/Calendar followed with fidelity
- Data analysis occurs throughout the year; Building Data Teams meet every 8 weeks; Instructional Support Teams meet regularly
- Focus on Reading interventions (Reading supports/interventions in place)
- Math needs assessed and support given as available

2017-18 – Continuation of rollout, focusing on the following:

- 2016-17 process (as outlined above) continued
- Math supports/interventions in place as available

2018-19 – Continuation of rollout, focusing on the following:

- 2017-18 process (as outlined above) continued, with modifications to Percentile Ranking indicators for AIS and Tier II –and- addition of Tier II and Tier III Interventions
- Math supports/interventions in place as available

2019-20 – Continuation of rollout, focusing on the following:

- 2018-19 process (as outlined above) continued, with modifications to the measures considered for placement in (and movement between) tiers –and- addition of Tier II and Tier III Interventions
- Math supports/interventions in place as available

2020-21 - Continuation of rollout, focusing on the following:

- Begin switch universal screener from STAR to FastBridge
- Additional programs added
- Math supports/interventions in place as available
- Begin process of adding social emotional component

2021-22 - Continuation of rollout, focusing on the following:

- Fully implement FastBridge including academic and SAEBRS (social emotional) screening
- Development of MTSS Plan incorporating RTI for academics and social emotional learning
- Select additional math intervention programs
- Math supports/interventions in place

2022-23 - Continuation of rollout, focusing on the following:

- Continuing to implement FastBridge including academic and SAEBRS (social emotional) screening with a focus on intentional use of progress monitoring tools and reports.
- Refining the use of SAEBRS and other data to determine appropriate social emotional support
- Implement additional math intervention programs throughout the District
- Provide professional development on the Science of Reading
- Implement strategies based on the Science of Reading into reading instruction at all tiered levels
- Focus on strategies for effective Tier 1 instruction in the classroom including Universal Design for Learning and differentiated instruction
- Increase communication between classroom teachers and interventionists to create a more cohesive approach to instruction

2023-24 - Continuation of rollout, focusing on the following:

- Refining the use of SAEBRS and other data to determine appropriate social emotional support
- Implement additional math intervention programs throughout the District
- Provide professional development on the Science of Reading
- Implement strategies based on the Science of Reading into reading instruction at all tiered levels
- Focus on strategies for effective Tier 1 instruction in the classroom including Universal Design for Learning and differentiated instruction
- Add additional reading intervention and Tier 1 programs
- Add new SEL curriculum Pre-K through 12th grade
- Add goal setting and progress monitoring for social emotional interventions
- Add attendance plan and interventions to plan

2024-25 - Continuation of rollout, focusing on the following:

- Refining the use of SAEBRS and other data to determine appropriate social emotional support
- Implement additional math intervention programs throughout the District
- Provide professional development on the Science of Reading
- Implement strategies based on the Science of Reading into reading instruction at all tiered levels
- Focus on Tier 1 instruction in the classroom including Universal Design for Learning and differentiated instruction
- Implement additional Tier 1 reading programs K-2
- Refine goal setting and progress monitoring for social emotional interventions
- Each building to complete SWPBIS Tiered Fidelity Inventory (SEL)
- Implement new criteria for assigning SEL Tiers

2025-26 - Continuation of rollout, focusing on the following:

We look forward to continued progress with the MTSS plan and to supporting all stakeholders as they become accustomed to the plan and the MTSS process. Most importantly, we look forward to seeing the

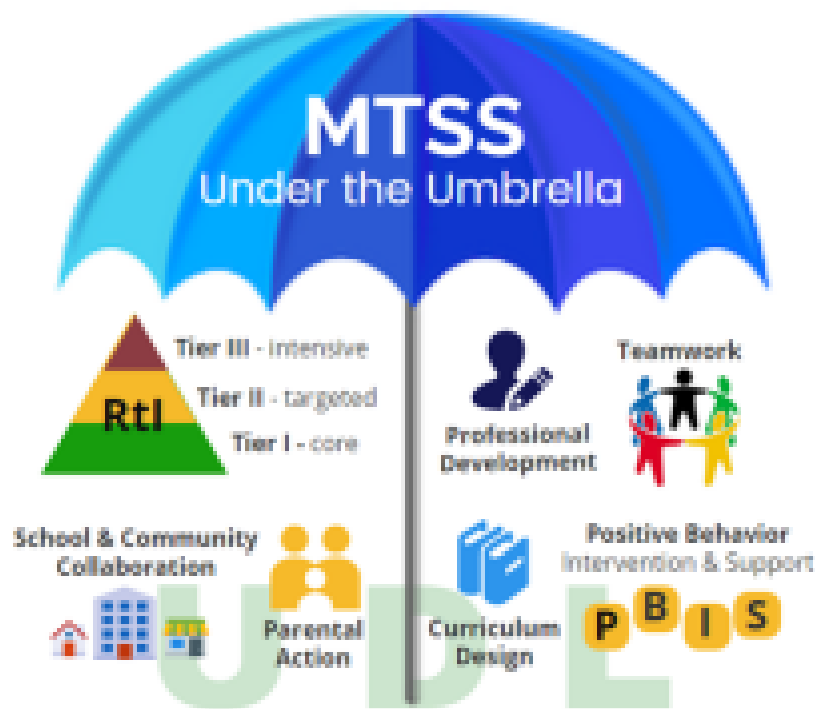
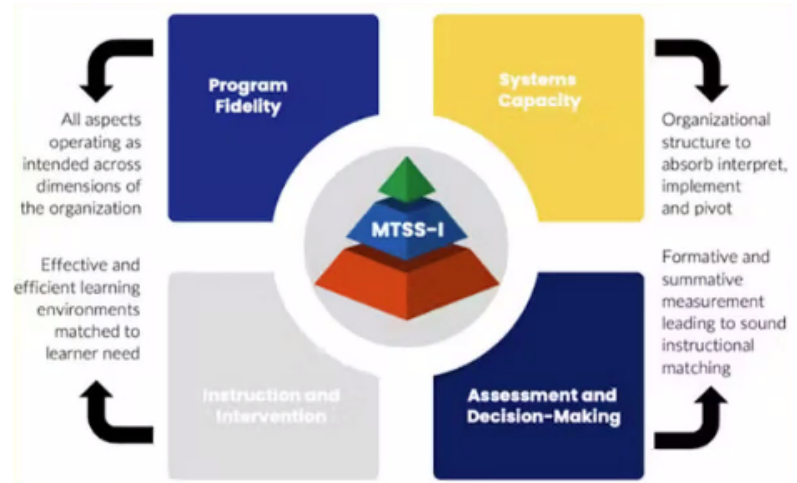
continued gains that our students make as a result of this district-wide initiative.

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Beekmantown CSD MTSS Model - Preface

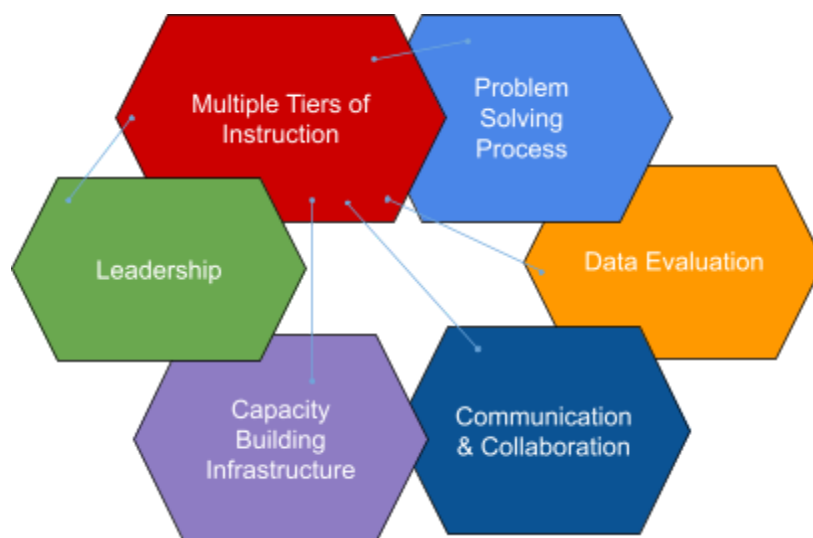
NYSED is establishing a Statewide, evidence-based, integrated Multi-Tiered System of Supports (MTSS-I) that integrates academics, behavior and social-emotional support. Beekmantown CSD is revising our Plan to align with the SED Framework.



Response to Intervention (RTI) is one genre of support that exists under the larger umbrella of Multi-Tiered System of Support (MTSS). MTSS encompasses the full array of primary, secondary, and tertiary support systems available in schools to address a full spectrum of student needs that may present.

The Guiding Principles of MTSS-I are:

- MTSS IS: A constellation of aligned evidence-based practices.
- MTSS IS: Accomplished through multi-year, focused, data-based embedded coaching with a school and district leadership.
- MTSS IS: A systemic plan for how to maximize inclusion and achievement for all learners.
- MTSS IS: An integration of practices braiding together major state/district/school initiatives (e.g., PBIS, RTI, SEL, Equity)



MTSS is a framework to ensure successful education outcomes for ALL students by using data-based problem-solving processes to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

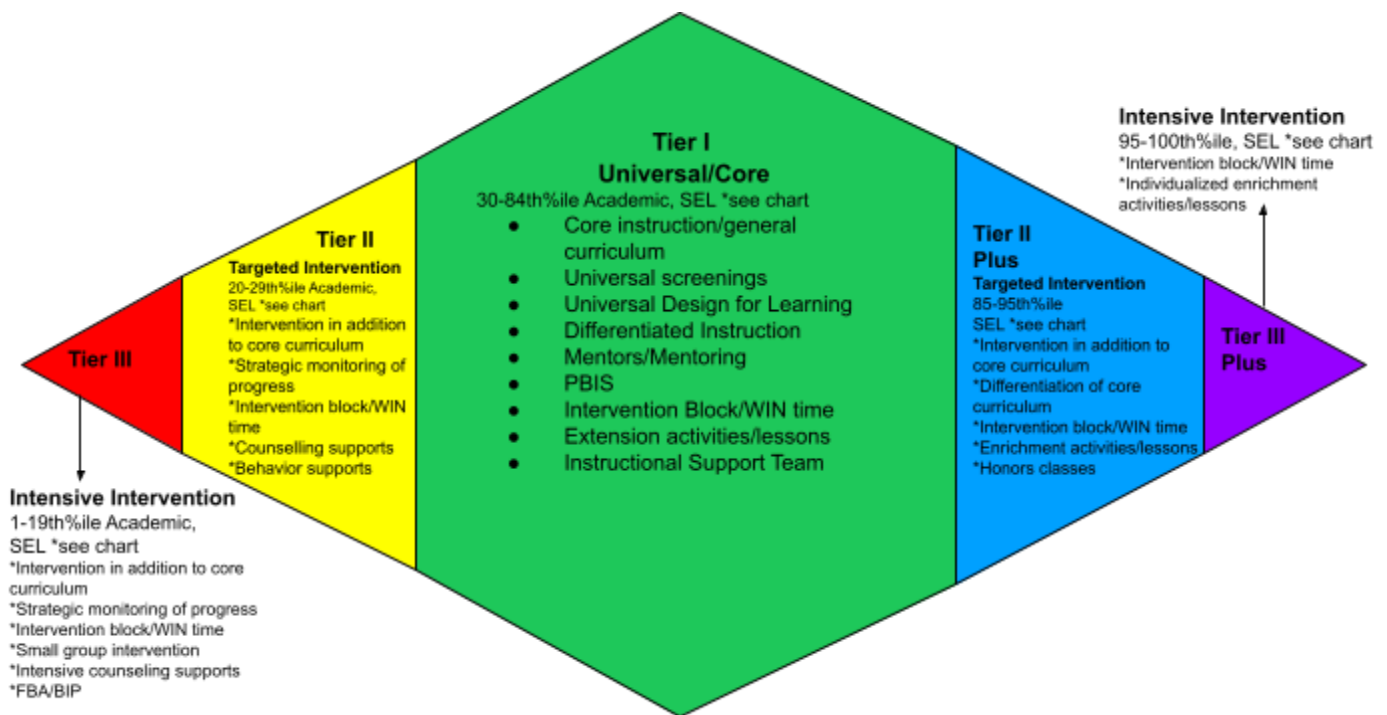
A keystone element of all MTSS supports is that schools **proactively** seek out students in need of support. Data-based decision making and relying upon data regarding achievement, behavior, and other areas of need, is a critical aspect of RtI and MTSS models.

The initial RTI Plan was collaboratively designed with input from the RtI Steering Committee, which consists of district and building-level administration, representative teachers and specialists, as well as an external RtI/MTSS consultant. Much time and effort was put forth to represent the interests of multiple stakeholders across the district, as should be the case in designing such a far-reaching and important plan. Representatives will continue to contribute to the design, implementation, and revision of this model moving forward across the next several years. Perhaps most importantly, extensive effort was made to design a plan that was driven by current research on evidence-based instructional practices and Response to Intervention. It is the aim of the district to employ practices that are cutting edge, technically appropriate, and evidence-based at all times to maintain consistency with best practices and state mandates.

Though there are many documented methods of designing RtI models, Beekmantown CSD has designed a model that is aligned with current literature highlighting the fact that a *combined standard protocol* and *problem solving* model best meets the diverse needs of students and teachers (National Center for

Response to Intervention, 2016). To that end, the district has developed an approach to assisting at-risk students that is data driven and relies on evidence-based practices. Research has demonstrated that relying on parent or teacher referral for assistance in isolation is not sufficient, as oftentimes students who may require help are inadvertently missed or too much time elapses before students are appropriately identified. Likewise, the district has demonstrated a commitment to expanding the scope of intervention services to a large group of students by providing a wider than usual array of tiered supports to students who are not only significantly at risk, but those who are on the margins of proficiency as well.

In addition to providing tiered interventions for students not meeting grade level standards, Beekmantown CSD is committed to providing enrichment opportunities for students achieving at or above grade level standards. Beekmantown CSD utilizes the following tiered system:



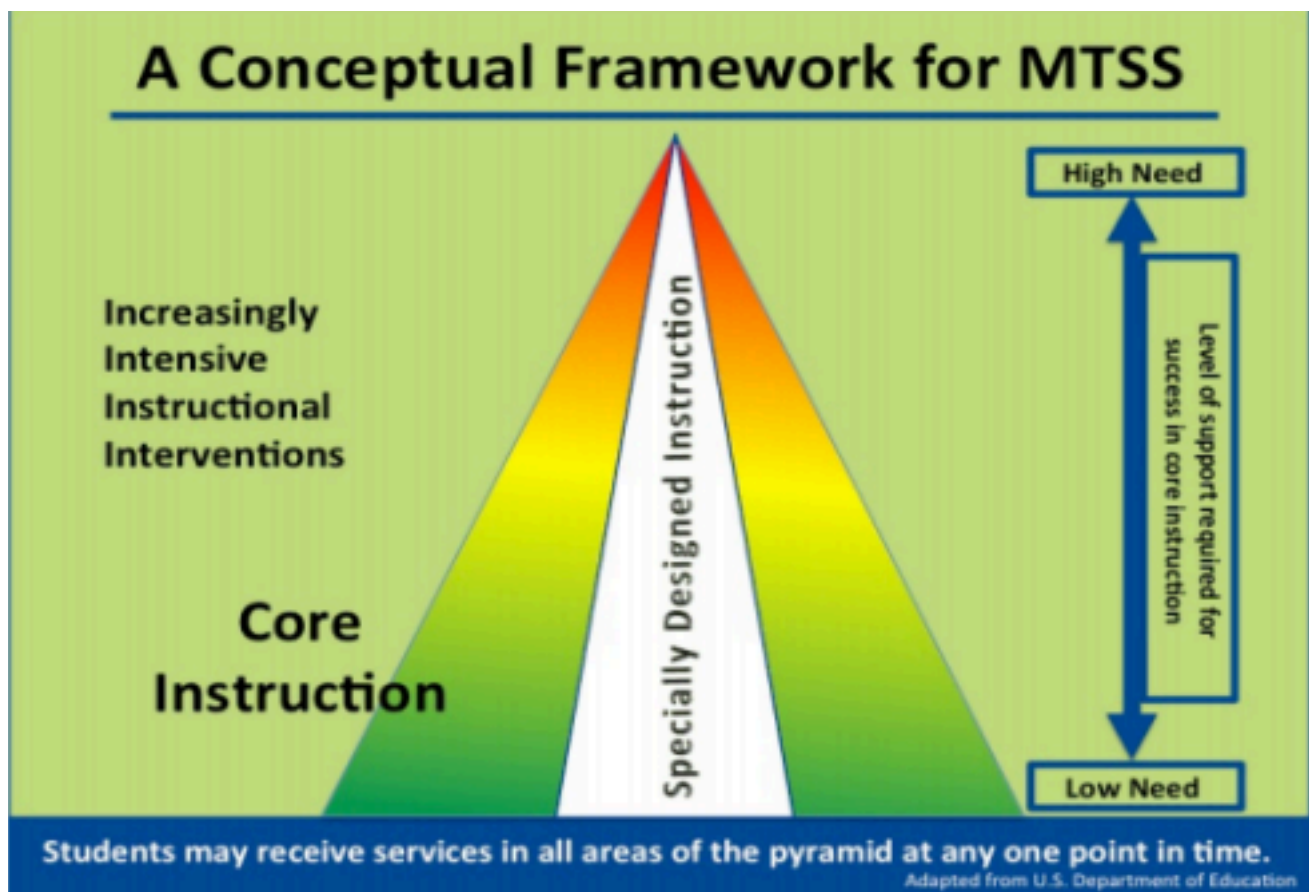
Successful implementation of a MTSS model is a slow and deliberate process. Given such, it is the hope of the district that we are able to augment and modify our plans in a fluid manner moving forward to best meet the needs of the children that we serve.

Focusing on Tier I - Foundation of MTSS

MTSS-I begins at the classroom level at Tier I with quality core instruction. Tier I instruction is the instruction that is provided each and every day and is the least intensive level of the MTSS framework. Tier I is inclusive of the core curriculum and instructional practices used for all students and should include **Universal Design for Learning** and **differentiation of instruction**.

At the elementary level, interventionists will push into Tier 1 ELA in the classroom to provide small-group instruction targeting specific skill deficits. Interventionists will be assigned to a grade-level team to facilitate consistency, co-planning, and communication.

Tier I best practices include a student-centered learning environment, knowledge of the curriculum, careful preparation, active student engagement, teacher collaboration, and a constant cycle of assessment, analysis, planning, and teaching.



Tier I instruction and interventions need to be documented. It is essential to be able to show what interventions have been implemented within the classroom setting and how students have responded to the interventions. A review of this data is necessary in the consideration of movement from one tier to another.

Teachers must document intervention use and student response. This is a necessary component within the IST Referral Process.

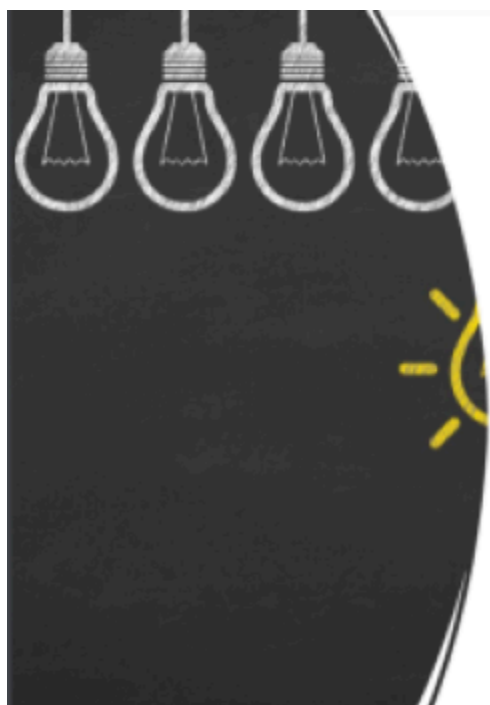
Typically, **80-85%** of students have their needs met at **Tier I** and fall within this category. Tier I includes the following:

- A core curriculum that is evidence-based
- Instructional practices that are culturally and linguistically responsive
- Universal screening to determine students' current level of performance
- Universally-Designed Lessons
- Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs
- Accommodations to ensure all students have access to the instructional program
- Problem solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

A high percentage of students performing below grade level and requiring additional interventions indicates a need to focus on improving Tier I Instruction.

Quality Core Tier I Instruction:

- *Reading practices aligned with the Science of Reading **must** be utilized. This is a noted shift from Balanced Literacy.*
- *Individual student skill deficits must be identified and addressed by classroom instruction as well as intervention.*
- *Wonders/Supplemental Science of Reading Materials and Eureka Math² are implemented with fidelity at all elementary grade levels (K-5); Other subject-area teachers (Grades 6-12) follow the protocols established by the administration and Board of Education.*
- *Wilson Foundations (K-3), Heggerty Phonemic Awareness (K-1), Tara West (K-1), and Natalie Lynn (K-1) Programs will be utilized as supplemental programs.*



Three Principles of Universal Design for Learning

Principle I: Provide multiple means of representation
The way educator provides flexibility in the methods used to deliver instruction.

Principle II: Provide multiple means of action & expression
The ways students respond or demonstrate knowledge & skills.

- Physical action, expression and verbal, nonverbal, written, graphic communication

Principle III: Provide multiple means of engagement
The way we engage students

- Recruiting interest (student choice), sustaining effort and persistence & self-regulation, engaging culturally responsive practices

Tier I Resources and Instructional Strategies:

- Lesson Planning with Universal Design for Instruction
 - <https://www.ascd.org/el/articles/lesson-planning-with-universal-design-for-learning>
- UDL Guidelines CAST
 - <https://udlguidelines.cast.org/>
- Florida Center for Reading Research - Student Center Activities
 - <https://fcrr.org/student-center-activities>
- Intervention Central
 - <http://www.interventioncentral.org/>
- [Inclusive Schooling Dashboard](#)
 - Inclusion Tips: [#1](#), [#2](#), [#3](#), [#4](#), [#5](#), [#6](#), [#7](#), [#8](#), [#9](#)
- New York State Response to Intervention – Technical Assistance Center
 - <http://www.nysrti.org/>
- Teacher Professional Development Modules and Resources Iris Center at Vanderbilt University
 - <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Assessment of Lagging Skills and Unsolved Problems (Behavior)
 - [Assessment of Lagging Skills](#)
- PBIS World - Tiered Level of Behavior Support Suggestions
 - <https://www.pbisworld.com/>
- [What is the Science of Reading?](#)
- [Science of Reading and Phonics](#)
- [Reading League Science of Reading](#)

**** It should be noted that students who require interventions due to learning difficulties (Tier II and Tier III) continue to receive instruction in the core curriculum. ****

Instructional Support Team

The Instructional Support Team, or IST, will serve as the district problem-solving forum. The IST is best viewed as a vehicle for teachers to actively receive instructional support. **IST proceedings may be linked to the needs of a particular student (e.g., a teacher has a question regarding the needs of a particular student), or they may be linked to the desire of a teacher to reach out for instructional suggestions in general in regards to behavior, social and emotional functioning, and other domains.** Students receiving services via the standard protocol (Track A) component of this model are not automatically considered for support via IST and will only be considered by the IST if they fail to respond to intervention. IST is best viewed as a vehicle to support teachers and students with presenting concerns not addressed by the standard protocol arm of this model.

Each building within the Beekmantown Central School District will have an IST. IST Meetings will follow the format indicated on the Meeting Template.

Two types of referrals will be available for the IST matching the previously cited intents: a general referral for consultation and a referral for IST support linked to an identified student.

In cases where teachers have requested support in regards to the needs of a particular student, the IST is charged with engaging in the following steps:

1. **Problem identification:** The team, in conjunction with the teacher, will concisely identify the area(s) of concern as evidenced by the teacher; measurable and observable terms.
2. **Additional data collection:** The team will assist the teacher in collecting any additional quantitative data needed related to the presenting concern. The team will determine how data will be collected, who will collect data, and for how long.
3. **Problem formulation:** The team will help the teacher to identify factors contributing to the needs of the student in relationship to collected data.
4. **Goal setting:** The team will assist the teacher in developing appropriate goals for the student in reference to their presenting concerns, including the identification of appropriate progress-monitoring approaches.
5. **Intervention development:** The team will actively problem solve with the teacher to identify evidence-based intervention strategies to target the areas of concern. The interventions must be linked to the baseline data and goal-setting procedures. External resources (e.g., high-quality intervention web sites, books, and other materials) may be used to facilitate intervention generation.
6. **Progress monitoring data collection:** The team will collaborate with the teacher to collect appropriate progress-monitoring data and analyze the data to determine response to intervention.
7. **Intervention revision and/or case closure:** The team will revise the intervention plans as necessary contingent upon student response to the interventions and discontinue services as appropriate.

IST Referral for Related Services

If there is a referral for IST which includes speech or motor concerns, staff members will email the building principal. The building principal will forward the referral to the provider for a screening to be completed. When the IST meeting occurs, the screening will already be completed and recommendations for services or strategies will be made at the meeting. The related service providers will complete screening and notify the principal of recommendations and follow through accordingly.

Providers will enter any improvement services in RTI Direct, with a goal and time frame (e.g., 16 weeks)

If there is no significant improvement, changes to ratio (individual/group) or frequency can be made.

If a student is not making gains after the established time frame and academic performance is impacted, the provider will refer to IST to determine if a 504/CSE referral is needed.

The Beekmantown Central School District IST referral forms are accessible within each building's Google Classroom. The IST form is updated periodically.

Intervention Protocols

A **combined** *standard-protocol* and *problem-solving approach* to intervention has been found to be the most proactive way to meet the needs of students who may struggle academically, socially, and behaviorally.

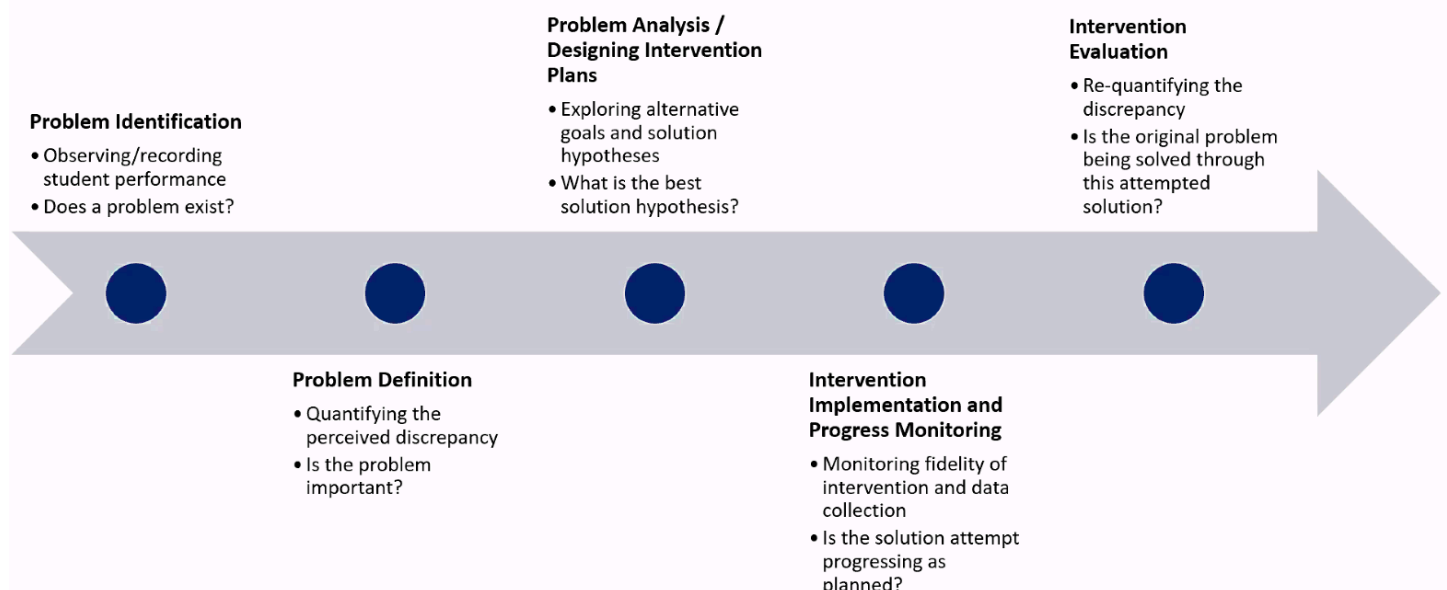
In *standard-protocol* models, **benchmark assessment data are used as the primary means by which students are selected for intervention.** There are no written referrals, as sub-average student achievement in reading and math is used as the “flag” by which at-risk students are identified and immediately placed into predetermined intervention programs.

In *problem-solving models*, oftentimes teacher referral or parent referral, as opposed to systematic review of achievement data, is used to begin the intervention process. **Students are referred to a problem-solving team, also known as an Instructional Support Team, which in turn, develops an intervention plan for each student.**

Although most reading and math presenting concerns will be addressed via the standard-protocol aspect of the model, any further concerns related to academic domains, behavior, attention, attendance, social emotional learning, and other domains can be addressed via the Instructional Support Team (IST).

In addition to being referred to the Instructional Support Team, students can be selected for **social emotional learning (SEL) interventions** based upon benchmark assessments, attendance, and academic performance.

The Problem-Solving Process



Benchmark Assessments

The following assessment tools will be used at each grade level to identify at-risk students and progress monitor identified students once they begin receiving intervention.

Benchmark/Progress Monitoring Tool(s)
PK3/PK4: FastBridge: devMilestones (Literacy, Cognitive, Social Emotional)
K-5: FastBridge/SAEBRS/MySAEBRS - Teachers complete SAEBRS for students in grades K-5; Students complete MySAEBRS in grades 3-5
3-8: FastBridge/MySAEBRS/Corrective Reading Mastery Tests/Reading Plus and Read Naturally Assessments
9-12: Regents assessments/summative/formative assessments/MySAEBRS

Benchmarking must occur three (3) times per year and will be conducted during Fall, Winter, and Spring on the dates specified within the MTSS calendar.

Immediately following each benchmark period, the Data Team will convene to review assessment data and identify at-risk students in accordance with district criteria. They will then recommend such students to the building principal for intervention or enrichment. The Data Team is composed of representatives in each building who have been trained to appropriately review benchmark data and to make decisions about student growth using progress monitoring data. **The Data Team meets after each benchmarking period to analyze benchmark data and to review progress-monitoring data garnered from students receiving intervention.** The Data Team may be convened at any time to review data in the event of an outstanding situation.

Below are the FastBridge Assessments broken down by grade, subtest, and time of year:

Grade	Fall	Winter	Spring
K	earlyReading: Concepts of Print (CP) Onset Sounds (OS) Letter Names (LN) Letter Sounds (LS) earlyMath: Match Quantity (MQ-K) Number Sequence (NS-K) Numeral Identification (NI-K) SAEBRS	earlyReading: Onset Sounds (OS) Letter Sounds (LS) Word Segmenting (WS) Nonsense Words (NW) earlyMath: Decomposing (DC-K) Number Sequence (NS-K) Numeral Identification (NI-K) SAEBRS	earlyReading: Letter Sounds (LS) Word Segmenting (WS) Nonsense Words (NW) Sight Words 50 (SW) earlyMath: Decomposing (DC-K) Number Sequence (NS-K) Number Identification (NI-K) SAEBRS

1	earlyReading: Word Segmenting (WS) Nonsense Words (NW) Sight Words 150 (SW) Sentence Reading (SR) earlyMath: Decomposing (DC-1) Number Sequence (NS-1) Numeral Identification (NI-1) SAEBRS	earlyReading: Word Segmenting (WS) Nonsense Words (NW) Sight Words 150 (SW) CBMreading English earlyMath: Decomposing (DC-1) Number Sequence (NS-1) Place Value (PV-1) SAEBRS	earlyReading: Word Segmenting (WS) Nonsense Words (NW) Sight Words 150 (SW) CBMreading English earlyMath: Decomposing (DC-1) Place Value Story Problems SAEBRS
2	Reading: AUTOREading aReading CBMreading English Math: CBMmath Automaticity aMath SAEBRS	Reading: AUTOREading aReading CBMreading English Math: CBMmath Automaticity aMath SAEBRS	Reading: AUTOREading aReading CBMreading English Math: CBMmath Automaticity aMath SAEBRS
3	Reading: AUTOREading aReading CBMreading English Math: CBMmath Automaticity aMath SAEBRS mySAEBRS	Reading: AUTOREading aReading CBMreading English Math: CBMmath Automaticity aMath SAEBRS mySAEBRS	Reading: AUTOREading aReading CBMreading English Math: CBMmath Automaticity aMath SAEBRS mySAEBRS
4–8	Reading: AUTOREading aReading Math: CBMmath Automaticity aMath SAEBRS mySAEBRS	Reading: AUTOREading aReading Math: CBMmath Automaticity aMath SAEBRS mySAEBRS	Reading: AUTOREading aReading Math: CBMmath Automaticity aMath SAEBRS mySAEBRS
9–12	mySAEBRS	mySAEBRS	mySAEBRS

Intervention Materials, Frequency, and Duration

Intervention Materials have been deliberately selected to ensure that they are evidence-based and of sufficient instructional intensity to result in increased academic growth in foundational skills. Instructional materials typically used in intervention programs are not considered “first line” instructional materials for whole group (Tier 1) instruction. It is important that Rtl materials have a demonstrated history (evidence base) of leading to academic growth in the most struggling learners. **Many of the tools selected for the purposes of intervention have long been implemented with students who have reading and math disabilities and meet particular instructional design standards.**

Academic Intervention Programs Available at Beekmantown CSD:

- Castle Learning
- Corrective Reading
- FastBridge Intervention Plans Math and ELA
- Phonics for Reading
- Reading Mastery
- Orton Gillingham
- Wilson Foundations
- Wilson Language
- Connecting Math Concepts
- Reading Plus
- NewsELA
- Lexia
- Read Naturally
- MobyMax
- Specialized Program Individualizing Reading Excellence (S.P.I.R.E.)
- Heggerty Phonemic Awareness Program
- University of Florida Literacy Institute (UFLI)
- 95% Group

Social Emotional Learning Programs and Supports Available at Beekmantown CSD:

- Character Strong
- 7 Mindsets
- Behavior Support Plans
- Mentor Based Programming
- Managing and Expression Emotions (ME2) Program
- Social Emotional ELT Groups
- Individual or Group Counseling
- Referral to PSAP or PSAF
- Referral to BHSN
- STEAP
- Thrive/Strive
- Zones of Regulation

Intervention materials will be reviewed based on student need and at the conclusion of each school year. Changes to the intervention materials list will be made as applicable.

Intervention Frequency and Duration for Standard Protocol Interventions

Intervention	Recommendation (BES/CHES/BMS)
Tier II Intervention	15–35 minutes daily or every other day (Elem) or one class period every other day (MS); group size in accordance with publisher recommendations or principal recommendation. Social Emotional Learning recommendations based upon individual need.
Tier III Intervention	6 days per 6-day cycle, 35 minutes per day (Elem) or one class period (MS), contingent upon materials used; group size in accordance with publisher recommendations or principal recommendation. Additional targeted skill instruction with interventionist/teacher/paraprofessional in addition to WIN time (Elem) (to be determined by the Data Team or Instructional Support Team.) Social Emotional Learning recommendations based upon individual need.

All Tier 2 and Tier 3 interventions are to be provided in *addition to the core reading, math, and social emotional learning curriculum*. Administration, in consultation with teachers, will identify providers and will arrange time for intervention and enrichment provision. At the elementary schools, a daily WIN (What I Need) is provided for the provision of interventions and enrichments.

Delivery of Interventions

Structure of WIN time within the MTSS Framework (ES): (Daily 35 minutes, by grade level)

- In order to maximize resources and meet the needs of all students (i.e., those not achieving at grade level AND those achieving at or above grade level), all providers and teachers will conduct small-group interventions or enrichments.
- The grade level will be separated into groups amongst all providers and teachers according to skill, program, placement test, benchmarks, and need regardless of tier (i.e., Tier 2 and Tier 3 students may be in the same group).
- Grade-level teams will restructure or combine groupings for students in Tier 1, Tier 2 Plus and Tier 3 Plus, as needed.
- If the team determines that Tier 2 or Tier 3 interventions will be delivered for 20 minutes daily, the group will be divided in half and students will alternate receiving 20 minutes of direct instruction and 15 minutes of independent, targeted skill practice one day and 15 minutes of direct instruction and 20 minutes of independent, targeted skill practice the next.

Structure within the MTSS Framework (MS):

- To meet the needs of all middle school students (i.e., those not achieving at grade level AND those achieving at or above grade level), students have small-group interventions or enrichments in their schedule.
 - Literacy Lab
 - Math Lab
 - Algebra Lab
 - Living Environment Regents Course
 - Algebra IA
 - Algebra 1 Regents Course
 - Learning Center
- Grade-level team meetings will occur to regularly communicate student progress and the need to restructure student groupings.

Structure within the MTSS Framework (HS):

- To meet the needs of all high school students (i.e., those not achieving at grade level/on track for graduation AND those achieving at or above grade level), students have small group interventions or enrichments embedded in their schedule.
 - Academic Intervention Services (AIS)
 - Algebra IB
 - THRIVE
 - SOAR
 - Learning Center
 - After School Homework Club
 - AP Coursework
 - Dual-Enrollment Coursework
 - Advanced Math Lab
 - Advanced Science Lab
 - Career Worksite
- Grade-level/IST team meetings will occur to regularly communicate student progress and the need to restructure student groupings.

Progress Monitoring

MTSS progress-monitoring schedules are recommended by FastBridge. Fidelity and accuracy in administering the FastBridge progress-monitoring probes is critical to the success of the model. Probes will be reviewed periodically by the Data and Testing Coordinator to ensure that they align with students' skill deficits.

The MTSS progress-monitoring schedule is as follows:

	Elementary School	Middle School	High School
Tier II	Bi-weekly in FastBridge. Need 7 data points over 14 weeks to determine response.	Bi-weekly in FastBridge. Need 5 consecutive data points over 10 weeks to be considered for movement. Reading Plus and Read Naturally data will be used in addition to FastBridge data.	Benchmark assessments that align with Regents assessments every 5 weeks.
Tier III	Bi-weekly in FastBridge. Need 7 data points over 14 weeks to determine response.	Every 5 weeks in FastBridge and Corrective Reading Mastery Tests.	Benchmark assessments that align with Regents assessments every 5 weeks.

Tier II and Tier III Intervention Students:

- Dual Discrepancy determines change in intervention and possible referral to IST.
- **When a student is discontinued from an intervention, interventionists will work with classroom teachers to plan for the transition to a different group.**
- **HS AIS teachers provide benchmark assessments each 5 weeks that align with Regents assessments to determine change in intervention.**

Note: Students who fall within the criteria set forth by the NYSED on NYS ELA/Math Assessments **and** who score at or below the 30th Percentile receive intervention services and follow MTSS progress monitoring guidelines.

Other consideration is at the discretion of the building principal and may be used to make the determination of Tier placement and/or movement. Principals have the discretion to move students based on multiple measures when FastBridge data is inconsistent with other data.

Teachers and interventionists will be provided time at Data Meetings to review each student's areas of need, progress, and additional classroom support/instruction that may be needed. Bi-weekly morning meetings will continue to occur with Data Coordinator and Interventionists.

The Data Team will analyze progress monitoring data using Rate of Improvement and score projection data to determine response to intervention.

Progress Monitoring SEL

An individualized goal(s) with a criteria for progress monitoring will be developed for each student receiving Tier 3 services.

Tier 3 students with significant behaviors that impact learning should be referred to IST. An Individual Support Plan, which may include counseling supports, Individual Crisis Support Plan (ICSP), Behavior Intervention Plan (BIP), Academic Support Plan (IASP) etc., should be put into place (if it is not already in place) with daily data collection. Data collection method and process will be established at the meeting.

A follow up IST/EWT meeting should be scheduled after 4 weeks of implementing the plan, or at the discretion of the IST committee. The IST committee will email the secretary during the meeting requesting to schedule a follow up in four weeks.

If the data does not show improvement, the plan should be updated. Possibilities include such things as : switching from group counseling to individual counseling and increasing the frequency of reinforcements. If there are significant concerns regarding the safety of that student, or others, the IST members will move forward with requesting consent for a Functional Behavioral Assessment (FBA). The Questions About Behavior Function (QABF) and/or the Assessment of Lagging Skills and Unsolved Problems (ASLUP) can be completed at this meeting.

A follow up IST/EWT meeting should be scheduled after an additional 4 weeks of implementing the updated plan, or at a time designated by the IST committee.

Decision Making Policies and Procedures

Student MTSS data stemming from the standard protocol arm of the model will be reviewed on a regular basis by the Building-Level Data Team. The Data Team will determine the need for a referral to the Instructional Support Team.

The district emphasizes evaluation of student Rate of Improvement, attainment of grade-level benchmarks, and progress towards individual goals in the evaluation of standard-protocol interventions. This method has been demonstrated to yield the greatest accuracy in determining Response to Intervention, and is referred to as **Dual-Discrepancy Analysis**. Students evidencing a Dual Discrepancy are most likely failing to respond to intervention. **A Dual Discrepancy refers to no upward trend in the student's data and the student not being projected to meet their individual goal.**

Identification And Movement

Note: Students begin the school year in the same intervention as the previous school year unless a recommendation to change an intervention was made at the end of that year. New students will be placed based on benchmark assessment according to percentiles. After the first benchmark assessment of the year, students may shift tiers.

Changes in Interventions

First INTERVENTION: 14 weeks intervention, minimum (7 data points) for K-5; 20 weeks minimum (10 data points) for 6-8

1. Data Team discussion
2. Continue with intervention if no dual discrepancy
3. Consider change with administrator input if dual discrepancy (no upward trend; not projected to meet goal). Ensure Tier 1 classroom instruction and intervention align. Determine other possible classroom interventions.

Second INTERVENTION: 14 weeks intervention, minimum (7 data points) for K-5; 20 weeks minimum (10 data points) for 6-8

1. Data Team discussion
2. Continue with intervention if no dual discrepancy
3. Consider change with administrator input if dual discrepancy (no upward trend; not projected to meet goal). Ensure Tier 1 classroom instruction and intervention align. Determine other possible classroom interventions.

Third INTERVENTION: 14 weeks intervention, minimum (7 data points) for K-5; 20 weeks minimum (10 data points) for 6-8

1. Data Team discussion
2. Continue with intervention if no dual discrepancy
3. Referral to IST if dual discrepancy (no upward trend; not projected to meet goal)

Note: A change in intervention can be a change in time and/or intensity rather than a change in program.

Prior to changing interventions, the Data Team will review session attendance, fidelity of program implementation (fidelity checklists will be utilized), and the connection between classroom small-group instruction and intervention. Chronic lack of attendance or lack of intervention provision will prohibit data teams from accurately determining a response to interventions.

Referral to Instructional Support Team (Note that referral to IST can be made outside of this step in the process for the purpose of addressing other issues (e.g., behavior, attendance).) When a student is referred to IST, the Instructional Support Team will meet to review the following:

- Other factors that may be impacting the student's progress in reading/math
- Benchmarking, Progress Monitoring Data
- Attendance
- Outside supports
- Behavior
- Social-emotional factors
- Fidelity of program (reliable, valid, consistent)
- Health Factors (sight, vision)

A determination is made by the team to put support in place for the above and to continue with interventions or to make referral for Special Education. If supports are added, the Team will create a plan and revisit student progress after 8 weeks for academics and 4 weeks for behavior, social-emotional factors, and attendance.

* IST meeting notes will be housed in Frontline RTI along with a record of student intervention history.

Consideration for Movement Between Tiers: Students change tiers based data, including benchmark assessment data and progress monitoring data. Students scoring in a different percentile range for ***four*** (Elem) or ***five*** (MS) consecutive data points will be considered for tier movement. Interventionists/teachers will fill out the consideration for movement spreadsheet for consideration of movement between tiers. At the next data meeting, the student's data will be reviewed. Building principal will be consulted if necessary.

Reading Pathway - Elementary and Middle School

Screening	FastBridge Reading Assessment						
	Tier III INTENSIVE	Tier II TARGETED INTERVENTION			Tier I UNIVERSAL /CORE	Tier II Plus	Tier III Plus
Criteria	FastBridge 0–19th %tile <i>(High Risk)</i>	FastBridge Between 20–29th %tile <i>(Some Risk)</i>			FastBridge 30–84th %tile	FastBridge 85–94th %tile	FastBridge 95–100th %tile
Focus	COMPREHENSIVE	PHONICS	FLUENCY	COMPREHENSION	CORE	ENRICHMENTS	ENRICHMENTS
Focus Skills	Foundational reading skills	Target decoding skills - multisyllabic words	Automatically decoding words, reading high frequency, and phrasing sentences	Comprehension Strategy / Instruction	Target Skill deficits and/or build upon areas of identified strengths utilizing components of core program	Use above level components of core program and higher-level text to engage students in guided literacy enrichment lessons	Individually- designed lesson plans with higher level text to engage students at an appropriate level of cognitive challenge
Program / Intervention	Reading Mastery/Corrective Reading, Foundations, Structured Language, FastBridge Intervention Lessons, Phonics for Reading, S.P.I.R.E, Heggerty, MobyMax, Read Naturally, Reading Plus, UFLI			Reading Mastery/ Corrective Reading, S.P.I.R.E,Fundati ons, Heggerty, FastBridge Intervention Lessons, Reading Plus, Read Naturally	Core Program, Foundations, Heggerty	Core Program and/or Enrichment Texts	Core Program and/or Enrichment Texts
Length of Time	35 minutes daily/WIN time in addition to classroom core reading and small-group reading instruction (Elem); one class period (MS)						
Verify Progress	In program assessments and prescribed FastBridge progress monitoring tool				In Program assessments		
Method to Verify Progress	FastBridge Reading Assessment Benchmark (Fall, Winter, Spring)						

Math Pathway - Elementary and Middle School

Screening	FastBridge Math Assessment				
	Tier III INTENSIVE	Tier II TARGETED INTERVENTION	Tier I UNIVERSAL /CORE	Tier II Plus	Tier III Plus
Criteria	FastBridge 0–19th %tile (High Risk)	FastBridge Between 20–29th %tile (Some Risk)	FastBridge 30–84th %tile	FastBridge 85–94th %tile	FastBridge 95–100th %tile
Focus	CORE PLUS INTERVENTION PROGRAM	CORE PLUS INTERVENTION PROGRAM	CORE	ENRICHMENTS	ENRICHMENTS
Focus Skills	Foundational Math skills/Target specific skill deficits utilizing intervention programs.	Target specific skill deficits utilizing intervention programs.	Target skill deficits and/or build upon areas of identified strengths utilizing components of core program	Increased difficulty of core program content or enrichment lessons	Individually designed lesson plans with higher level text to engage students at an appropriate level of cognitive challenge
Program / Intervention	Connecting Math Concepts, DreamBox Learning Math, MobyMax, FastBridge Intervention		Core Program	Core Program and/or Enrichment	Core Program and/or Enrichment
Length of Time	35 minutes daily/WIN time in addition to classroom core math and small-group math instruction (Elem); one class period (MS)				
Verify Progress	In program assessments and prescribed FastBridge progress monitoring tool		In Program assessments		
Method to Verify Progress	FastBridge Math Assessment Benchmark (Fall, Winter, Spring)				

Reading Pathway - High School

Screening	ELA Regents/AP Exams/8th Grade State Assessments						
	Tier III INTENSIVE	Tier II TARGETED INTERVENTION			Tier I UNIVERSAL /CORE	Tier II Plus	Tier III Plus
Criteria	Class Average and State Testing (0-64%) <i>(High Risk)</i>	Class Average and State Testing (65-70%) <i>(Some Risk)</i>			Class Average and State Testing (71-84%)	Class Average and State Testing (85-90%)	Class Average and State Testing (91-100%)
Focus	COMPREHENSIVE	PHONICS	FLUENCY	COMPREHENSION	CORE	ENRICHMENTS	ENRICHMENTS
Focus Skills	Foundational reading skills	Target decoding skills - multisyllabic words	Automaticall y decoding words, reading high frequency, and phrasing sentences	Comprehension Strategy / Instruction	Target Skill deficits and/or build upon areas of identified strengths utilizing components of core program	Use above-level components of core program and higher-level text to engage students in guided literacy enrichment lessons	Individually-designed lesson plans with higher level text to engage students at an appropriate level of cognitive challenge
Program / Intervention	AIS/NewsELA/SOAR/Learning Center/THRIVE/Corrective Reading			AIS/NewsELA/ Learning Center/THRIVE	Core ELA Coursework	Enriched, Advanced Placement, Dual Enrollment ELA Coursework	Enriched, Advanced Placement, Dual Enrollment ELA Coursework
Length of Time	46 Minute Class Periods						
Verify Progress	State Assessments, Summative/Formative Assessment progress monitoring, class averages, teacher recommendation/In program assessments/FastBridge Progress Monitoring Tool				State Assessments, Summative/Formative Assessment progress monitoring, class averages, teacher recommendation		
Method to Verify Progress	Regents Assessments, Advanced Placement Exams, Class Average, On-Track for Graduation						

Math Pathway - High School

Screening	Mathematics Regents/AP Exams/8th Grade State Assessments					
	Tier III INTENSIVE	Tier II TARGETED INTERVENTION		Tier I UNIVERSAL/CORE	Tier II Plus	Tier III Plus
Criteria	Class Average and State Testing (0-64%) <i>(High Risk)</i>	Class Average and State Testing (65-70%) <i>(Some Risk)</i>		Class Average and State Testing (71-84%)	Class Average and State Testing (85-90%)	Class Average and State Testing (91-100%)
Focus	CORE PLUS INTERVENTION PROGRAM	CORE PLUS INTERVENTION PROGRAM		CORE	ENRICHMENTS	ENRICHMENTS
Focus Skills	Foundational Math skills/Target specific skill deficits utilizing intervention programs.	Target specific skills deficits utilizing intervention programs.		Target Skill deficits and/or build upon areas of identified strengths utilizing components of core program	Increased difficulty of core program content or enrichment lessons	Individually-designed lesson plans with higher level text to engage students at an appropriate level of cognitive challenge
Program / Intervention	AIS/SOAR/Learning Center/THRIVE		AIS, SOAR, Learning Center, THRIVE	Core Mathematics Coursework	Enriched, Advanced Placement, Dual Enrollment, Advanced Math Lab Math Coursework	Enriched, Advanced Placement, Dual Enrollment, Math Coursework
Length of Time	46 Minute Class Periods					
Verify Progress	State Assessments, Summative/Formative Assessment progress monitoring, class averages, teacher recommendation			State Assessments, Summative/Formative Assessment progress monitoring, class averages, teacher recommendation		
Method to Verify Progress	Regents Assessments, Advanced Placement Exams, Class Average, On-Track for Graduation					

Social Emotional Learning Pathway - Elementary, Middle School, High School

Screening	FastBridge SAEBRS/mySAEBRS				
	Tier III INTENSIVE	Tier II TARGETED INTERVENTION	Tier I UNIVERSAL/ CORE	Tier II Plus	Tier III Plus
Focus	Social Emotional/Behavioral Skills Instruction		CORE	ENRICHMENTS	ENRICHMENTS
Focus Skills	Student specific target (i.e., attendance, safe behavior, academic performance, counseling goals)		Self Regulation, Communication, Organization, Independence		
Program / Intervention	*FBA completed which may lead to BIP being implemented with fidelity *ICMP *Behavior Support Plan may included behavior contract *Individual and small group counseling with targeted goals *Additional social skill instruction (Skill Streaming) *Daily home communication *STEAP, SOAR *Behavior Consultant	*Counselor classroom push in for SEL Curriculum *Student specific Behavior Support Plan *Counseling supports *ME2, or similar program *Increased home communication *Referral to PSAP, PSAF, BHSN, IFSP, CVFC *Thrive/Strive *Check in/Check out *Access to counselor *Data collection, Behavior Rating Scales *Restorative Circles *Therapy dogs *Wrap around meetings *Mentoring (peer and/or adult) *Assessment of Lagging Skills (ALSUP)	*Character Strong (preK-8th) *7 Mindsets (9th-12th) *Zones of Regulation (K-6) *PBIS based classroom management system with clear expectations, routines and procedures explicitly taught to students *TCIS strategies *Whole group or individual strategies i.e., from Kelly Brock, Marcia Tate *Classroom Management Plan *Restorative Practices *Team Meetings	Peer Mentoring Leadership Roles in the School and District	Peer Mentoring Leadership Roles in the School and District
Length of Time	Specified in individual plans, generally reviewed at 4 weeks	Varied based on student need	Varied based on student need		
Verify Progress	Behavior charts, targeted measurable goals, individual goal data sheets	SAEBRS, referrals, attendance, grades	SAEBRS, referrals, attendance, grades		
Method to Verify Progress	Student specific targeted goals met, Improvement in FastBridge SEL Screener, Character Strong progress monitoring tools, 7 Mindsets				

*Please note that Tier 2 strategies can be continued in Tier 3.

SEL Criteria Charts

BES/CHES

Indicator	0 Points	2 Points	4 Points
SAEBRS	Low Risk	Some Risk	High Risk
	0 Points	1 Point	2 Points
ODRs	0 to 1 per month	2 to 3 per month	4+ per month
Attendance	Missed <10% of school days	Missed 10-14% of school days	Missed >14% of school days
Grades	Tier 1 (or higher) in both areas	Tier 2 or 3 in one area	Tier 2 or 3 in both areas

K - Grade 2 Total Score:

0 = Tier 1 or Tier Plus*

1 - 2 = Tier 1

3 - 4 = Tier 2

5 + = Tier 3

Grades 3- 5 Total Score:

0 = Tier 1 or Tier Plus*

1 - 4 = Tier 1

5 - 7 = Tier 2

8 + = Tier 3

* If total score = 0, use SAEBRS percentile as the final determinant: Tier 1 (less than 85th), Tier 2 Plus (85-94), Tier 3 Plus (95 and up)

** If total score indicates Tier 1 or Tier Plus, but scored high risk on either SAEBRS/mySAEBRS, move to Tier 2

BMS

Indicator	0 Points	2 Points	4 Points
SAEBRS (Sept, Jan, Apr)	Low Risk	Some Risk	High Risk
Actions to take		Counselor check in and review additional data	Counselor check in and review additional data
Section B: At least monthly the following data will be pulled and scored using the chart below			
	0 Points	1 Point	2 Points
ODRs	0 to 1 per month	2 to 3 per month	4+ per month
Attendance	Missed <10% of school days	Missed 10 - 14% of school days	Missed >14% of school days
Grades	Passing all core classes	Failing 2 core classes	Failing 3 or more core classes

Total Score:

0 Points = Tier Plus **1-2 Points = Tier 1** 3-4 Points = Tier 2 **5+ Points = Tier 3**

BHS

Indicator	0 Points	1 Point	2 Points
SAEBRS (Sept, Jan, Apr)	Low Risk	Some Risk	High Risk/Emotional High Risk
Actions to take		Counselor(s) Review	Counselor check in and review additional data
Section B: The following data will be pulled and scored after Quarterly Report Card grades have been locked.			
	0 Points	1 Point	2 Points
ODRs	0-2 per Quarter	4-6 per Quarter	7+ per Quarter
Attendance	Missed <10% of school days	Missed 10 - 14% of school days	Missed >14% of school days
Grades	Passing all core classes at end of Quarter	Failing 2 core classes at end of Quarter	Failing 3 or more core classes at end of Quarter

Total Score:

0 Points = Tier Plus **1-2 Points = Tier 1** 3-4 Points = Tier 2 **5+ Points = Tier 3**

Attendance

Research shows:

- Children chronically absent in kindergarten and first grade are much less likely to read at grade level by the end of third grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

Tiers	Attendance Supports
1	• Teachers foster positive relationship with student • Provide positive and affirming environment • Classroom teacher/designated team member(MS/HS) calls parent/guardian after 3 consecutive unexcused absences or when a trend is established [i.e., missing 3 classes/days over 2 weeks]. (use notes tab in SchoolTool to record) • A Parent Square message is generated if a student is absent. • MS/HS - additional time is offered after school to help students get caught up.
2	• Teacher notifies counselor of continued absences (more than 3 consecutive days). • Counselor attempts to contact parents (enter in the Global Notes section of SchoolTool). • At the start of each quarter or trimester, the teacher will call parent/guardian after 3 consecutive absences unless directed otherwise by administration. • Building typists generate attendance letters and schedule attendance hearings as described in Board Policy. • Referral to IST after 7 unexcused absences may be placed by the teacher. • Administration is notified of consecutive and chronic absenteeism • Implement strategies generated at IST meeting including: ○ Check-in/Check out ○ Small-group counseling/support ○ Reinforcement system ○ Mentoring ○ Send SRO/SSO to home • Request parent meeting if IST plan is not working after 3 additional unexcused absences • Building typists generate attendance letters and schedule attendance hearings as described in Board Policy.
3	• Building typists generate attendance letters and schedule attendance hearings as described in Board Policy. • Administration and counselors meet to determine a plan of action after 10 or more days. Plan may include the following: ○ PSAP/PSAF referrals ○ Home visits by SRO, SSO, administration ○ Place referral to PINS or SPOA if determined to be appropriate ○ Place Mental Health Referral if appropriate ○ Contact CPS if appropriate ○ Tutoring/Home Instruction for students with medical concerns

*Supports offered in Tiers 1 and 2 can still be applied in Tier 3.

Collection of Data/Summary of Tasks:

COLLECTION OF DATA: Principals will meet with Data Teams, Instructional Support Teams, and Interventionists in September to review roles and responsibilities, to share the draft of the calendar, and to explain how the MTSS process will work.

TESTING RESPONSIBILITIES:

FastBridge (Reading, Math, and SAEBRS): Classroom Teachers/Interventionists according to need

Data and Testing Coordinator will run reports of data, ensure intervention data is up-to-date in Frontline RtI, and provide data to administrators and building-level data teams.

IST REFERRAL RESPONSIBILITIES:

Teachers complete an IST Referral Form to express concerns related to academic domains, behavior, attention, attendance, social and emotional functioning, and other domains. Concerns may be specific to an individual, to a small group, or to the whole class.

Those students who have had three interventions and have a dual discrepancy will be referred to IST to determine next steps.

****NEW STUDENTS WILL BE TESTED (Reading/Math) WITHIN TWO WEEKS OF ENTERING BCSD. STUDENTS WILL BEGIN RECEIVING INTERVENTIONS IMMEDIATELY (WITHIN 1 WEEK) IF THE SCORES INDICATE INTERVENTIONS ARE NEEDED. SAEBRS CAN BE COMPLETED AFTER 4 WEEKS.**

****Upon enrollment, office staff will notify classroom teachers (ES) and counselors (MS/HS). The classroom teachers (ES) and counselors (MS/HS) are responsible for administering assessments.****

IMPORTANT NOTE: Students will be tested in FastBridge **one time only** during the testing administration window unless there are extenuating circumstances. Teachers should contact the Data and Testing Coordinator in cases where they believe scores are not valid. All scores that are reset are documented in a spreadsheet.

Progress monitoring uses the same program/platform that was used to place students in MTSS (FastBridge).

Data will be housed in FastBridge and Frontline RtI. Interventionists and counselors are responsible for inputting current interventions and tier levels in Frontline.

Teachers/interventionists/counselors will make changes in Frontline. The Data and Testing coordinator will generate letters in Frontline and upload the letters to Parent Square.

Teachers/interventionists/counselors will send parent progress reports home at the same time report cards are sent home.

Data Team Tasks:

- Standard-Protocol Model
- Benchmark data used to select students
- Meets and identifies students needing interventions using the protocols established in the Data Teaming Handbook.
 - 0–19th Percentile – Tier III
 - 20–29th Percentile – Tier II
 - 30–84th Percentile – Tier I
 - 85–94th Percentile – Tier II Plus
 - 95–100th Percentile – Tier III Plus
- Reviews Progress Monitoring Data using Rate of Improvement and Score Projection Data to determine response to intervention and makes recommendations.
- Collaborates with teachers and Principal to form groupings.
- SAEBRS percentiles will follow FastBridge recommendations as outlined in SEL Pathways Chart.

Instructional Support Team Tasks:

- Problem-Solving Model
- Teacher or parent referral
- Meets weekly to discuss referrals and address any concerns related to academic domains, behavior, attention, attendance, social and emotional functioning, and other domains.
- Meets regarding Tier III students who have had three interventions and have a dual discrepancy.
- Follows IST Meeting Template and assigns roles at the meeting.
- The Data Team will initiate the referral in this instance.

Building Principal Tasks:

- Works closely with and is a contributing member of the Building-Level Data Team and Instructional Support Team.
- Letters are generated by the data and testing coordinator to inform parents of MTSS status. The building principals send the letters via Parent Square.

Data and Testing Coordinator Tasks:

- Creates and maintains data spreadsheets.
- Schedules Data Team Meetings.
- Collects and compiles data in preparation for Data Team Meetings.
- Supports Building-Level Data Teams.
- Supports Building Principals.
- Supports Interventionists and Teachers with use of Frontline and FastBridge.
- Adds new students to data spreadsheets.
- Generates Summary of Services and Discontinuance of Services letters/reports from Frontline to send after each benchmark period. Uploads letters to Parent Square for building principal to send.
- Monitors Consideration for Movement Spreadsheet.

Interventionist Tasks:

- Completes Benchmark Assessments for Grades K and 1.
- Progress Monitors their students in Grades K–8.
- Provides intervention services consistently and with fidelity. Refer to fidelity checklist.
- Examines FastBridge results to monitor student progress, notifies the Data and Testing Coordinator (Elem) or building principal (MS) when a student has 4 (Elem) or 5 (MS) data points

above the 29th (national) percentile, and enters the student's name and data into the Consideration for Movement spreadsheet.

- Participates as a member of the Building-Level Data Team and comes prepared to discuss students.
- Creates interventions, enters goals, and attendance data in Frontline.
- Generates progress reports in Frontline RTI at the end of each marking period.
- Includes attendance in parent reports. Example, 16/35 indicates the student attended 16 out of 35 possible lessons held.
- Shares Reading Strategies and best practices with other interventionists and teachers.
- Regularly communicates with classroom teachers about students' needs and progress.
- Serves as a contact for one or more grade levels. (Elem and MS)
- Adds to Consideration for Movement Spreadsheet.
- Provide T1 support in the classroom, as planned with grade-level teams.
- Ensures that service logs and daily attendance is recorded in Frontline for all students in Tier 2 and Tier 3 - Coordinate with Grade-Level Team

Teacher Tasks:

- Provides intervention or enrichment to those students identified by the Building-Level Data Team.
- Progress Monitors students biweekly using FastBridge as applicable. (Elementary Only)
- Monitors student progress and notifies Data and Testing Coordinator when a student has 4 (Elem) or 5 (MS) data points above the 29th (national) percentile as applicable.
- Creates progress reports, if appropriate, at the end of each marking period.
- Completes IST Referral Form (as applicable).
- Collects all relevant data (including information from related service providers) to bring forth to IST Meetings (e.g., formative assessment data, summative assessment data, observational data, testing data, sample classwork, assignment grades)
- Tests new students within two weeks of enrollment and notifies Data and Testing Coordinator when testing is complete
- Regularly communicates with Interventionists about students' needs and progress.
- Adds to Consideration for Movement Spreadsheet.
- Provides one Character Strong lesson per week/6-day cycle for 20-30 minutes minimum at the Elementary and Middle School level. At the High School level, each department will take turns delivering one of the 7 units. 1 lesson within the unit per week for 4 weeks. 28 lesson in total.
- MS teachers will facilitate 20 Character Strong lessons based on the building SEL calendar. Counselors will facilitate 5 Character Strong lessons throughout the year.
- HS teachers will provide 5 minutes of 7 Mindsets curriculum on Mondays and counselors will conduct an overarching mindset one time a month via ELT lunch.
- Provides Tier 1 instruction, as detailed on the fidelity checklist.
- Ensures that service logs and attendance are recorded in Frontline - Coordinate with Grade-Level Interventionists. (Elementary)
- Send home SEL letters with report cards for all students who are Tier 2 for SEL.

Counselor and School Psychologist Tasks:

- Provides social emotional/behavioral intervention or enrichment to those students identified by the Building-Level Data Team.
- Informs/calls parents of students in SEL Tier 3 to review service plan for student.
- Reviews results and coordinates with classroom teachers to gather more information on students. Recommends interventions based on FastBridge SAEBRS/MySAEBRS data and other data including teacher/parent reports, discipline, and attendance.
- Enters intervention and individual student goal/plan into Frontline RTI Direct for Tier 3 students receiving direct service. Students with IEP counseling will have data entered in IEP Direct.
- Enters progress for students receiving Tier 3 direct service at the end of the intervention period.

Related Service Provider Tasks:

- Provides screening when requested through IST referral for speech, fine and gross motor concerns.
- Provides intervention services to those students identified through the screening process.
- Enters intervention and individual student goal/plan into Frontline RTI Direct for students receiving intervention services. Students with IEP services will have data entered in IEP Direct.
- Enters progress for students receiving intervention services at the end of the intervention period.

Note: Tasks are subject to change.

FastBridge SEL Screener Procedure - ES

1. Students participate in the SEL screener.
2. The Data Team (Counselors and administration) will meet to review students based on the SEL criteria.
3. Counselors will contact home to the parents/guardians of the Tier 3 students.
4. Counselors will input Tier 3 student names into Frontline, to indicate the duration of scheduled counseling and conduct progress notes.
5. Counselors will notify the Data and Testing Coordinator after parent calls have been made.
6. Letter generated by Data and Testing Coordinator and send/share electronically with Typist. Typist will send letters home to parents/guardians at that time.
7. Letters will be sent home with report cards for the students identified at Tier 2.
8. Counselors can exit students at any time throughout the progress monitoring.

FastBridge SEL Screener Procedure - MS/HS

1. Students participate in the SEL screener.
2. The Data Team (Counselors and administration) will meet to review students based on the SEL criteria.
3. Counselors will contact home to parents/guardians on the SEL criteria data team review.
4. Counselors will set-up an initial meeting with each student based on the SEL criteria data team and will determine whether or not further scheduled counseling or additional supports are needed.
5. Data and Testing Coordinator will input student names provided by the Counselors into Frontline and generate letters.
6. Letters generated and sent/shared electronically with the counseling office administrative assistant who will send letters home.
7. The Counselors will input the support service plan and date into Frontline.
8. Counselors can exit students at any time throughout the progress monitoring. They will contact the Data and Testing Coordinator to have a discontinuance letter and report generated.

Appendix A – Response to Intervention Calendar

2025-2026 MTSS Calendar								
Month	Su	Mo	Tu	We	Th	Fr	Sa	Testing Dates/Data Analysis - 2025-26
SEP		1	2	3	4	5	6	9/4-9/9 - Placement Testing/Update WIN Groups; 9/10 WIN Groups & Push-in Begins 9/4-9/10 - HS SAEBRS - 1st Administration
	7	8	9	10	11	12	13	9/8-9/12 MS FastBridge; MS SAEBRS
	14	15	16	17	18	19	20	9/15 - BES/CHES/BMS - Begin Progress Monitoring
	21	22	23	24	25	26	27	9/22 - 9/26 - MS Data Meetings - AIS Rosters Updated
OCT	28	29	30	1	2	3	4	
	5	6	7	8	9	10	11	10/6-10/10 FastBridge & SAEBRS (BES/CHES); 10/6-10/17 3PK & 4PK DevMilestones
	12	13	14	15	16	17	18	10/16 & 10/17 BES Data Meetings
	19	20	21	22	23	24	25	10/21 & 10/22 CHES Data Meetings
NOV	26	27	28	29	30	31	1	
	2	3	4	5	6	7	8	CHES BES 3rd Gr. Science Invest.
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	11/25 P/T Conferences; Thanksgiving Break
DEC	30	1	2	3	4	5	6	
	7	8	9	10	11	12	13	CHES BES 5th Gr. Science Invest.
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	Holiday Break
JAN	28	29	30	31	1	2	3	Holiday Break
	4	5	6	7	8	9	10	1/6-1/9 HS SAEBRS - 2nd Administration
	11	12	13	14	15	16	17	1/12-1/16 MS FastBridge; MS SAEBRS
	18	19	20	21	22	23	24	CHES BES 4th Gr. Science Invest.
	25	26	27	28	29	30	31	1/26 - 1/30 - MS Data Meetings - AIS Rosters Updated
FEB	1	2	3	4	5	6	7	2/2-2/6 FastBridge & SAEBRS (BES/CHES); 2/2-2/13 3PK & 4PK DevMilestones
	8	9	10	11	12	13	14	2/11 & 2/12 BES Data Meetings
	15	16	17	18	19	20	21	Winter Break
	22	23	24	25	26	27	28	2/24 & 2/25 CHES Data Meetings
MAR	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	CHES BES 5th Gr. Science Invest.
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
APRIL	29	30	31	1	2	3	4	
	5	6	7	8	9	10	11	Spring Break
	12	13	14	15	16	17	18	4/13-4/17 - HS SAEBRS - 3rd Administration
MAY	19	20	21	22	23	24	25	NYS 3-8 Testing Window (4/6-5/15) NYSESLAT Speaking (4/6-5/22); LRW (5/4-5/22) BMS 6, BES and CHES - ELA - 4/15-4/16 BMS 7/8 ELA - 4/22-4/23, BMS 8 Math - 4/28-4/29, BMS 6 Math - 4/29-4/30, BMS 7 Math - 5/5-5/6
	26	27	28	29	30	1	2	CHES - Math - 5/5-5/6 BES - Math - 5/6-5/7 BMS 8 and CHES 5 - Science - 5/12 BES 5 - Science - 5/13
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	5/18-5/22 MS SAEBRS
	24	25	26	27	28	29	30	5/26-5/29 MS FastBridge
JUNE	31	1	2	3	4	5	6	6/1-6/5 FastBridge & SAEBRS (BES/CHES); 6/1-6/12 3PK & 4PK DevMilestones
	7	8	9	10	11	12	13	6/11 & 6/12 BES Data Meetings
	14	15	16	17	18	19	20	6/16 & 6/17 CHES Data Meetings; Tentative last day of WIN
	21	22	23	24	25	26	27	
*FastBridge Assessments for Reading and Math ES and MS								
*Bi-Weekly Progress Monitoring in FastBridge for Reading and Math (ES)								
SAEBRS (K-5) and MySAEBRS (3-12)								

Appendix B – Guidance to AIS Regulations– NYSED

NYSED Guidance for Academic Intervention Services

Each school year, districts must develop a policy or review existing policy for providing Academic Intervention Services (AIS). NYSED has updated the guidance on Academic Intervention Services (AIS) for the 2025-26 School Year.

Description of the Two-Step Process for Identifying Students to Receive AIS

Step 1: All students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 English Language Arts (ELA) or Mathematics state test must be considered for AIS.

The median scale scores between Levels 2 and 3 for the Grades 3-8 ELA and Mathematics Tests are provided below for the purpose of identifying students eligible to receive AIS.

2025 Grades 3-8 ELA and Mathematics Tests - Median Scale Score between Level 2 and Level 3

Grade	ELA	Mathematics
3	441	437
4	440	440
5	441	441
6	440	440
7	441	440
8	440	443

Step 2: Upon identification of a student for consideration for AIS, districts must then use a locally-developed procedure that considers multiple measures of student performance for determining which students must receive AIS. The locally-developed procedure must be applied uniformly and equitably at each grade level. These multiple measures may include, but are not limited to, the following:

1. Developmental reading assessments for grades K-6;
2. New York State English as a Second Language Achievement Test;
3. Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher-designed and selected assessments;
4. Common formative assessments that provide information about students' skills;
5. Unit and lesson assessments for ELA, mathematics, science, social studies and world languages for grades 7-8; and/or
6. Results of psychoeducational evaluations based on a variety of assessments and inventories.

After the district considers a student's scores on multiple measures of student performance, they will decide whether the student must receive AIS. Local policies for providing AIS, including a description of which student performance measures and associated scores will be used to decide eligibility, must either be posted on the district website or distributed to parents in writing.

Procedure for Students at BCSD – For the purpose of identifying students in Grades 3-8 for tiered support services in ELA and Mathematics, students will be administered Fastbridge Reading and Math assessments in the fall, winter, and spring. Following each administration, based on their percentile ranking for each assessment, students will receive appropriate academic intervention services. The Data Team reviews other student assessment data including formative classroom assessments in addition to FastBridge. If they score at or between the 1st-29th percentiles, students will be placed in the appropriate tiered level of support. Intervention students will be progress monitored using the criteria/protocols established within the district's MTSS Handbook. Students with four (Elem) or five (MS) consecutive scores above the 29th percentile will be considered for discontinuation of services.

Appendix C – Overview of New York State Mandates

The impetus for Response to Intervention stems from literature surrounding best practices in prevention and intervention which has served to inform both federal and state legislation and education regulations. In response to changes to IDEA in 2006, New York adjusted educational requirements related to both Part 100 and Part 200 of the Commissioner’s Regulations. Those changes mandated the provision of proactive screening practices in reading, use of that data to identify at-risk students, mechanisms to provide intervention support to at-risk students, and progress monitoring procedures to determine their response to intervention. The language used to describe the RtI mandates specifically references reading and is presented below. However, though not mandated, RtI principles can and should be extended to other domains, such as mathematics.

In NYS, schools must develop RtI procedures featuring:

- School-wide screening to detect areas of academic delay
- Use of those data to identify students who are in need of intervention
- The establishment of formal intervention programming for students who are in need of intervention
- Implementation of interventions that are evidence-based
- A model of intervention implementation that increases with intensity
- A method of using student progress-monitoring data to inform decisions about the type of interventions that should be provided
- Decision-making policies and procedures

Below are the Part 100 or Part 200 citations from which this concise description is adapted. These citations are for your reference.

100.2 ii. Response to intervention programs

1. A school district’s process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
 - i. appropriate instruction delivered to all students in the general education class by qualified personnel;
 - a. *appropriate instruction in reading* shall mean 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 comprehensive strategies;
 - ii. screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
 - iii. 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;
 - iv. repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;

- v. 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; and
 - vi. 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:
 - a. the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
 - b. strategies for increasing the student's rate of learning; and
 - c. the parents' right to request an evaluation for special education programs and/or services.
2. A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.
 3. A school district shall take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision.

117.3 (d) Diagnostic screening for students with low test scores shall include, but not be limited to:

(1) vision and hearing screenings to determine whether a vision or hearing impairment is impacting the student's ability to learn; and

(2) a review of the instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

(i) Students with low test scores shall be monitored periodically through screenings and on-going assessments of the student's reading and mathematic abilities and skills. If the student is determined to be making sub-standard 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.

(ii) School districts shall provide written notification to parents when a student required an intervention beyond 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.

200.2 (b) Written policy.

Each board of education or board of trustees shall adopt written policy that establishes administrative practices and procedures:

(7) for implementing schoolwide approaches, which may include a response to intervention process pursuant to section 100.2(ii) of this Title, and prereferral interventions in order to remediate a student's performance prior to referral for special education;

200.4 (j) Additional procedures for identifying students with learning disabilities.

(1)(ii) To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to subdivisions (b) and (c) of this section, consider:

- (a) data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- (b) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

(3) (i) The student either:

- (a) does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii) of this Title; or
- (b) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with subdivision (b) of this section; and
- (ii) The CSE determines that its findings under this paragraph are not primarily the result of a visual, hearing, or motor disability; an intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

(4) effective on and 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.

Appendix D - Guidance to Districts Implementing RtI Mandates

In 2010, NYS published an RtI Guidance Document, which highlighted the essential components of RtI models in accordance with best practices and NYS mandates. However, though the NYS Guidance Document is fairly comprehensive, research driven, and well-authored, the document does not tell districts “how” to design their models and does not make explicit requirements as to how models should be structured across all districts in the state. Some aspects of RtI model design, including guidelines for benchmarking, progress monitoring, and intervention provision, are clearly presented with specific guidelines discussed, however, states most often leave it up to individual districts to design an approach, in accordance with best practices, that meets their needs as an institution. It is very clear in the NYS RtI Guidance Document that both standard-protocol and problem-solving RtI models are discussed, that there must be clear schedules for benchmarking and progress monitoring, that only certain tools are acceptable for benchmarking and progress monitoring, and that progress monitoring and intervention provision must exist along particular schedules for students identified as at-risk.

The NYS RtI Guidance Document may be found by following this link:

https://nysrti.org/files/documents/resources/general/nysed_rti_guidance_document.pdf.

Any administrator, educator, or school psychologist intimately involved in the RtI planning or implementation process is encouraged to read the document in full.

2021- NYSED is establishing a Statewide, evidence-based, integrated multi-tiered system of supports (MTSS-I) framework that integrates academics, behavior and social-emotional support.

October 2023 - NYSED’s MTSS-I Framework has been designed to take a holistic approach to identifying and addressing students’ unique needs, using a lens that is responsive to every student’s social identity, culture, and language. The framework adopts fairness and equity as core principles that help to drive access to opportunity, and to ensure an unwavering focus on supporting the academic, behavioral, and social emotional growth of every student across the State. The Framework may be found by following this link: <https://osepartnership.org/mtssi/NYSED-MTSS-I-Pilot-Framework-October-2023.pdf> . Additional information and links to resources can be found at <https://osepartnership.org/mtss-i> .

Beekmantown CSD will continue to revise our Plan to align with the SED Framework.

Note: Response to Intervention (RTI) is one genre of support that exists under the larger umbrella of Multi-Tiered System of Support (MTSS). MTSS encompasses the full array of primary, secondary, and tertiary support systems available in schools to address a full spectrum of student needs that may present.

Appendix E - IST Referral Forms

Instructional Support Team Referral Forms are posted within the Google Classroom of each building. Teachers/Individuals completing the forms should follow the procedure for form submission set forth by the building principals. IST forms are subject to change.

Elementary School - Instructional Support Team (IST) Referral Form

Referral to Instructional Support Team

* Indicates required question

Email *

Your email

Student Name (last name, first name) *

Your answer

Name of Person Creating Referral *

Your answer

Who have you collaborated with for this referral?

☐ Classroom Teacher

☐ ICT Teacher

☐ Interventionist

☐ Speech Therapist

☐ Occupational Therapist

☐ Physical Therapist

☐ Specials Teacher(s)

☐ Previous Year's Teacher

Grade Level

- ☐ Prek 3
- ☐ Prek 4
- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Reason for referral. Check all that apply

- ☐ ELA
- ☐ Math
- ☐ Social-Emotional
- ☐ Speech
- ☐ OT
- ☐ PT

Please provide additional information to support the reason for the referral.

Your answer _____

Teacher Making Referral (Last name, first name)

Your answer _____

Tiered Level of Support in Reading?

- ☐ Tier 1
- ☐ Tier 2
- ☐ Tier 3
- ☐ Tier 2 Plus
- ☐ Tier 3 Plus

Tiered Level of Support in Math?

- ☐ Tier 1
- ☐ Tier 2
- ☐ Tier 3
- ☐ Tier 2 Plus
- ☐ Tier 3 Plus

If a speech concern, check appropriate box.

- ☐ Articulation Concern
- ☐ Language Concern

Has a speech screening been done? (If unsure check with Speech Provider)

☐ Yes

☐ No

If there is an OT/PT concern, check appropriate box.

☐ Fine Motor Concern

☐ Gross Motor Concern

☐ Sensory Concern

Has an OT/PT screening been done?

☐ Yes

☐ No

Parents must be notified prior to the referral. Please provide the date and contact method.

Your answer _____

Please make any additional comments here.

Your answer _____

A copy of your responses will be emailed to the address you provided.

Submit

[Clear form](#)

Instructional Support Team (IST) Referral

B *I* U ↺ ✕

Please complete all questions in this form to refer a student to the IST team within your building. Once the form is complete, the IST team will meet to review the information and develop a plan to support the student or the teachers.

This form is automatically collecting emails from all respondents. [Change settings](#)

Student Name *

Short answer text

This student is being referred to IST by... *

Short answer text

Primary Concern *

☐ Academic

☐ Behavioral

Is the student currently receiving intervention/support through MTSS? *

Short answer text

Is the student currently failing any subjects? Is so, indicate which classes? *

Short answer text

Parent/Guardian Contact Type (prior to referral) *

Parents should be notified of the concern and the attempts to address them prior to a referral being made to the IST team.

☐ Phone Call

☐ Conference

Date of Parent/Guardian Contact *

Month, day, year



Time



Briefly describe the concern: *

Long answer text

Identify the situations where the concerns occur most/least often. *

Long answer text

General Academic Information *

Compare this student to other students on same grade level.

	Below Average	Average	Above Average
Comprehends text read	☐	☐	☐
Comprehends word me...	☐	☐	☐
Performs math comput...	☐	☐	☐
Processes information ...	☐	☐	☐
Expresses ideas in writing	☐	☐	☐
Applies effort/is motivat...	☐	☐	☐
Exhibits organizational s...	☐	☐	☐
Is able to work independ...	☐	☐	☐
Is able to work as a me...	☐	☐	☐
Completes tasks on time	☐	☐	☐
Retains instruction from...	☐	☐	☐

Academic Interventions that have been implemented *

- ☐ Adjust and extend time for responses as needed
- ☐ Divide instruction into shortened segments
- ☐ Encourage use of flashcards and tools available on Quizlet.com (Includes flashcards, practice tests, min...
- ☐ Make use of various tools on Google Read & Write
- ☐ Model the writing process
- ☐ Provide practice sessions with peers
- ☐ Provide various ways for student to respond (e.g. dry erase boards, thumbs-up, graphic organizers)
- ☐ Provide word list preview with repeated readings
- ☐ Use graphic organizers to focus attention on key elements, concepts, or ideas
- ☐ Use mnemonic cues whenever possible
- ☐ Use reading partners and skilled peers as helpers
- ☐ Use visuals, charts and models for concept reinforcement
- ☐ Write instructions on the board as well as saying them out loud
- ☐ Allow the use of a calculator
- ☐ Break down instructions into smaller steps
- ☐ Increase math fact knowledge by using flashcards to learn and create a "learned" pile and "unknown" pil...
- ☐ Intersperse easy and harder math problems to challenge and keep motivation and encouragement
- ☐ Provide additional set of books for home use
- ☐ Provide fewer problems on a page

- ☐ Option 20
- ☐ Use manipulatives
- ☐ Use math computation flashcards
- ☐ Use skilled partners and/or study buddies
- ☐ Utilize mnemonic cues for teaching math facts or steps in a process

Behavioral Information *

Rate student behavior based on observation.

	Never	Sometimes	Always
Follows classroom rules	☐	☐	☐
Complies with adult req...	☐	☐	☐
Expresses dissatisfactio...	☐	☐	☐
Works cooperatively wit...	☐	☐	☐
Beginning tasks promptly	☐	☐	☐
Shifts from one uncomp...	☐	☐	☐
Responds appropriately ...	☐	☐	☐
Interrupts instruction	☐	☐	☐
Seeks attention from pe...	☐	☐	☐
Seeks attention from ad...	☐	☐	☐

Behavior Interventions that have been implemented *

- ☐ Allow additional time to answer questions when called upon
- ☐ Check-in with student at the beginning of class
- ☐ Give prior notice of upcoming transitions
- ☐ Give study sheets prior to test taking
- ☐ Give prior notice of upcoming tests/quizzes/assignments
- ☐ Recommend use of flashcards
- ☐ Teach calming techniques such as deep breathing, in-seat meditation and positive self-talk
- ☐ All cool-down break
- ☐ Ask student to repeat instruction to ensure understanding
- ☐ Assist with organization of materials
- ☐ Give advanced notice of upcoming situations that were previously frustrating
- ☐ Intervene quickly to avoid escalation
- ☐ Preferential seating for optimum assistance when necessary
- ☐ Read written directions in class
- ☐ Teach positive self-talk
- ☐ Allow for extra movement during class time
- ☐ Allow student to assist with tasks (e.g. handing out/collecting papers, turning on/off lights)
- ☐ Allow use of fidget toys
- ☐ Arrange seating area with minimal distractions and high traffic

- ☐ Assist with organization daily/weekly
 - ☐ Break directions down into smaller steps
 - ☐ Provide checklists for self-monitoring
 - ☐ Provide daily planner for organization of upcoming tasks and homework
 - ☐ Seat student close to teacher
 - ☐ Use multicolored folders/binders to assist with organization
 - ☐ Walk around the room during class time / move toward student
 - ☐ All cool-down breaks
 - ☐ Ask open-ended questions when questioning student
 - ☐ Assign seating next to select peers for positive influence
 - ☐ Avoid statements of judgment, nagging, demanding, fussing and/or threats
 - ☐ Avoid taking behaviors and comments personally
 - ☐ Circulate around the room during class time and transitions
 - ☐ Daily/weekly communication with parents
 - ☐ Give notice of transitions
 - ☐ Give regular praise and positive feedback
 - ☐ Post behavioral expectations where easily seen
 - ☐ Provide stress balls for stress relief
 - ☐ Require processing of behavior with teacher after misbehavior
 - ☐ Set up daily report cards for teachers and parents to sign
-

- ☐ Set up reinforcers for good behaviors / provide incentives
- ☐ Break down steps for tasks to reduce effort to complete the task
- ☐ Check-in with student at the beginning of class and remind of class expectation
- ☐ Connect academic work to real-world situations
- ☐ Give regular praise and positive feedback
- ☐ Give student various assignments and the choice to choose the order they prefer to complete them
- ☐ Offer choices whenever possible
- ☐ Prompts for focusing/directing
- ☐ Set up rewards for completed tasks and homework
- ☐ Student's preferential seating
- ☐ Behavioral Support Plan (Point sheets)

List the strengths of the student and any incentives that have worked. *

Long answer text

Attendance *

Students learn best when they are present for instruction. Please provide attendance information, including number of days absent from classes/school, frequency of bathroom breaks, nurse visits, or other instances where the student is not present in class.

Long answer text

Required Attachments:

Please print this form once submitted. Attach any FastBridge testing, a copy of current grades/gradebook, documentation relating to the interventions that have been tried and other information related to your concern. Submit this packet to Mrs. Walentuk to begin the process.

Beekmantown High School Instructional Support Team Referral Form

Student Full Name

Student Grade Level

9th Grade

10th Grade

11th Grade

12th Grade

Referral Criteria

Academic

Behavioral

Referral Reason(s)

Academic Interventions Provided to Student

- Flexibility in Scheduling/Timing
- Flexibility in Setting
- Simplification, clarification, or explanation of test items
- Use of spell-checking devices
- Text-to-Speech Software
- Speech-to-Text Software
- Word Prediction Software
- Use of Graph Paper
- Key Words/Phrases Highlighted
- Test Read
- Breaks
- Use of Scribe
- Directions Read
- On-Task Focusing Prompts
- Directions Read/Simplified
- Multiple Day Administration
- Use of Computer Word Processing
- Large Type/Increased Spacing Between Items
- Preferential Seating
- Chart of Basic Math Facts
- Use of Word Processing
- Other:

Behavioral Interventions Provided to Student

- On-Task Focusing Prompts
- Breaks from Setting
- Moving Position in Class
- Positive Praise
- Rewards
- Clear, Consistent, Predictable Consequences
- Alternate Seating
- Assign Partner/Buddy
- Assign Classroom Job
- Break Down Directions
- Explain Assignment/Directions
- Help Student Start Assignment
- Positive Phone Call to Parent
- Stand while Working
- Individual Conversations
- Use of Non-Verbal Cues
- Reduce Assignment
- Redirect Student
- Speak with Student in Hallway
- Other:

Person Making Referral

Appendix F - IST Meeting Template

IST Meeting Minutes

School Name

Make a Copy

Date:	
Student Name:	
Grade:	
Teacher:	
Attendees:	
Reason for Referral:	
Strengths:	
Interventions Use to Date:	
Notes:	
Suggestions:	
Follow Up Meeting:	
To Do's:	
Other:	

Remember to upload to RTI (Document Repository)

Appendix G - Tiered Behaviors and Interventions (Sample)

*Beekmantown CSD utilizes the Therapeutic Crisis Intervention for Schools (TCIS) Model. Principles and practices from TCIS should be reflected in all Tiers.

Behaviors	Strategies	Strategies cont...
Tier 1 -Verbal - Calling out, inappropriate statements, yelling/screaming, crying, making noises, tattling, side conversations, complaining/whining, bossy, arguing -Physical - Out of seat, fidgeting, lacking personal space, frequent/unnecessary trips to bathroom/nurse, pushing/shoving, hands on others (no intent to harm) -Other - Defiance, non-compliance, lagging response time, not getting work in on time or within a timely manner	Tier 1 (not an inclusive list) -Relate to classroom management system (PBIS) -Planned ignoring -Change proximity -Prompting/Scaffolding -Redirection -Praise to others -Accommodations -Reflect on classroom rules -Specific language (scripts) -Quietly talk to student (collaborate) -Reference SEL curriculum (Character Strong, 7 Mindsets)	Tier 1 cont. -Add humor -Change tone of class (play music, switch teaching method) -Ask 3 rule -"Tell an adult, handle it yourself, or let it go" -Tally system -Provide choices -Dedicate peer helpers/teacher assistant -Apologize -Visuals -Classroom setup -Reteach rules, routines, and procedures
TIER 2 <u>FIRST:</u> It is recommended that staff attempt at least 6 Tier 1&2 strategies AND behavior occurs for 15 consecutive minutes (most incidences of behavior-not all). <u>THEN:</u> Call & ask for 1 adult for Tier 2 behaviors. *If another person is needed the first responder will decide when and if*		
Tier 2 -Verbal (For 15 minutes) - Continued disrespectful/rude statements, crying, threats, swearing (brief) -Physical - Property destruction of their own items, pacing around room (15 minutes), rolling on carpet or ground (15 minutes), throwing items (not at people and small and soft items), climbing on desk or chair, hitting/kicking (light force/intensity), spitting	Tier 2 (In addition to tier 1 strategies) -Limited language (begin to decrease verbal) -Structured choices -Moving seats -Collaborative planning/problem solving -Active listening -Review of consequences- logical -Modifications -Offer break -Individual reinforcement/point system -Self-Monitoring plans	Tier 2 cont. -Inform where to pace (back of classroom) -Develop specific calming space in room -Private notes -Social Story -Providing space -Talking with the student (do not remove them for non-compliance/refusal)

-Other • Non-compliance/defiance (15 minutes)	-Individualized SEL plans -Sensory tools -Individual Schedule	
TIER 3 <i>Behaviors are a health and safety risk to the student and others. When emitting these behaviors request 2 responders</i>		
Tier 3 Behaviors -Verbal • Specific threats (health and safety), swearing (continuously) -Physical • Hitting/Kicking with <i>intensity</i> and <i>intent to harm</i>, Self-injurious behaviors (<i>intent to harm or could cause harm</i>), Throwing items (<i>at people, large items</i>), property destruction (<i>school property and continuous</i>), elopement out of the classroom/building, biting, climbing (<i>bookshelves, windowsills, high items</i>)	Tier 3 Strategies -Two individuals present (<i>1 should be TCIS trained</i>) -Limited to <u><i>no verbal</i></u> -Remove peers (<i>not always ideal to remove the student and often easier to remove the class</i>) -Provide time -Flat affect -Provide space -Work in safe space	

Appendix H - Benchmark Data Meetings - Tasks and Agenda

Prior to Meeting:

- Data and Testing Coordinator
 - downloads FastBridge data and imports the data into a spreadsheet, organized by grade level
 - analyzes the data and identifies the MTSS tier for each student

During Meeting:

- Grade-Level Team
 - reviews FastBridge Reading data
 - Reviews percentiles for each assessment (and combined percentiles, if applicable)
 - Reviews student movement between tiers
 - Flags scores that are atypical of previous performance; retests as needed
 - identifies dual discrepancies and records notes in spreadsheet
 - identifies need for changes in intervention/program and records notes in spreadsheet
 - creates new groups based on student data

NOTE: At the Middle School, the process outlined above is followed for both Reading and Math. Instead of forming new groups, the students are enrolled in an intervention class or removed, as applicable.

After Meeting:

- BES and CHES
 - Interventionists
 - create or update interventions in Frontline for their new groups **and** for Tier 2 or Tier 3 groups led by classroom teachers
 - A change in providers is documented in the internal comments
 - A change in tier is documented in the internal comments
 - Dual discrepancies are documented by adding an internal comment regarding the dual discrepancy and what changes were made
 - create or update interventions in FastBridge
 - Data and Testing Coordinator
 - closes out interventions of students moving to Tier 1 and generates exit letters
 - generates letters for students in Tier 2 and Tier 3
- BMS
 - Data and Testing Coordinator makes changes in Frontline and FastBridge and generates letters

DATA TEAM MEETING AGENDA

1. Review FastBridge Reading data (for each grade level)
 - a. Review percentiles for each assessment (and combined percentiles, if applicable)
 - b. Review student movement between tiers
 - c. Flag scores that are atypical of previous performance; retest as needed

Identify dual discrepancies and record notes in spreadsheet

Identify need for changes in intervention/program and record notes in spreadsheet

Create new groups based on student data

2. Review FastBridge Math data
3. Review FastBridge SAEBRS and mySAEBRS data

Appendix I - Parent Notification Letters

Response to Intervention Notification Letter (ES/MS):

Dear Parent/Guardian,

Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students under the umbrella of Multi-Tiered System of Supports (MTSS). RtI Services are provided to those students who have been identified as needing some additional instruction or support in the areas of reading or mathematics. The district offers a variety of academic support services to meet the instructional needs of our students. Within the RtI framework, there are three levels of support: Tier 1, Tier 2, and Tier 3. Students move from one level to another based on their needs.

Tier 1 support is provided each and every day to all students in the classroom setting through quality instruction and learning opportunities established by the classroom teacher.

Tier 2 and Tier 3 supports are provided to those students whose data indicates that more intensive support could help them to reach grade-level standards. Students receiving Tier 2 or Tier 3 are provided with additional instruction in a small-group setting during a designated time.

A Summary of Response to Intervention Services notice, customized to indicate the instructional and/or other types of support your child is receiving, will be sent in a separate message. We strive to meet the needs of all learners with the least amount of interruption to their routine. Our goal is to use our available resources to support your child in his or her efforts to be successful in meeting grade-level expectations and grade-level standards. Your child's progress will be monitored and you will receive reports periodically.

Should you have any questions, please feel free to contact your child's teacher or my office.

Yours in education,

Response to Intervention Discontinuance Letter (ES/MS):

Dear Parent/Guardian,

Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students under the umbrella of Multi-Tiered System of Supports (MTSS). RtI Services are provided to those students who have been identified as needing some additional instruction or support in the areas of reading or mathematics. The district offers a variety of academic support services to meet the instructional needs of our students. Within the RtI framework, there are three levels of support: Tier 1, Tier 2, and Tier 3. Students move from one level to another based on their needs.

Tier 1 support is provided each and every day to all students in the classroom setting through quality instruction and learning opportunities established by the classroom teacher. Tier 2 and Tier 3 supports are provided to those students whose data indicates that more intensive support could help them to reach grade-level standards. Students receiving Tier 2 or Tier 3 are provided with additional instruction in a small-group setting during a designated time.

Your child was previously identified to receive Tier 2 or Tier 3 services. I am pleased to report that he/she has made sufficient progress and has transitioned to a lesser tier level of support (Tier 2 or Tier 1).

A Discontinuance of Response to Intervention Services notice, customized to indicate the instructional and/or other types of support your child was receiving and the support he/she is receiving now, will be sent in a separate message. We strive to meet the needs of all learners with the least amount of interruption to their routine. Our goal is to use our available resources to support your child in his or her efforts to be successful in meeting grade-level expectations and grade-level standards.

Your child's progress will continue to be monitored. If he or she qualifies for a more intense tier level of support, you will be notified. Should you have any questions, please feel free to contact your child's teacher or my office.

Yours in education,

Academic Intervention Notification Letter (HS):

Dear _____,

It is our district policy to provide Response to Intervention (RtI) to students who have been identified as needing additional academic support. Additional academic support is determined by state assessments, local assessments, class averages and teacher recommendation. These services will reflect in your child's academic schedule. The intervention provides your child with added support to help sharpen the skills needed for proficiency on state assessments (Regents) and overall coursework success.

Services may be provided through the following schedule changes:

- * AIS (Academic Intervention Services)
- * Learning Center Tutoring
- * Guided Study Hall
- * Regents Review Courses
- * THRIVE

Students are released from these academic interventions once successfully completing the course and state assessments, if applicable.

If you have any questions or concerns, please contact your child's school counselor.

Yours in education,

Academic Intervention Discontinuance Letter (HS):

Version 1:

Dear _____,

As a result of previous assessments and classroom performance, your child was identified to be at risk of not achieving the New York State Learning Standards in English/Language Arts, Mathematics, Science or Social Studies, and has been receiving Academic Intervention Services (AIS).

Based on the latest data and classroom performance, the Academic Intervention Services (AIS) have been discontinued. Please be advised that your child's progress will continue to be monitored to meet the expected learning standards.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Version 2:

Dear _____,

On the next page, please find a Discontinuance of Response to Intervention Services notice. The notice provides information regarding the intervention that was discontinued.

If you have questions or concerns, please do not hesitate to call the school.

SEL Parent Letter: Tier 2 and Tier 3

Dear Parent/Guardian:

Beekmantown Central School District is committed to providing the highest quality education to every student by supplying a variety of approaches to ensure student success. In order to determine if students are in need of social emotional support, every child is screened three times per year (fall, winter, spring) using a Social Academic and Emotional Behavior Risk Screener (SAEBRS). Results of your child's SAEBRS screening indicate some additional behavior and emotional support may help your child's social and emotional health.

The district offers a variety of counseling and behavior support services to meet the needs of our students. We offer individual and group counseling, referrals to outside agencies, and individual behavior support plans in addition to several other options. If your child does not already receive social emotional services, the counseling and/or teaching staff will provide additional support.

Our counselors and teachers will monitor your child's progress and will reach out if they have additional concerns. Students making progress will be discontinued from service while those who show a further need will be referred to the Instructional Support Team to assess the need for more intensive support.

Yours in education,

Appendix J - Helpful Resources

- Lesson Planning with Universal Design for Instruction
<https://www.ascd.org/el/articles/lesson-planning-with-universal-design-for-learning>
- Florida Center for Reading Research - Student Center Activities
<https://fcrr.org/student-center-activities>
- <https://www.readingrockets.org/blogs/shanahan-literacy/what-is-science-reading-2021>
- <https://www.reallygreatreading.com/what-is-the-science-of-reading-and-phonics>
- <https://www.thereadingleague.org/what-is-the-science-of-reading/#:~:text=The%20science%20of%20reading%20is,studies%20conducted%20in%20multiple%20languages.>
- <https://www.corelearn.com/science-of-reading-resource-library/>
- Guidance for New York State School Districts – NYSED
https://nysrti.org/files/documents/resources/general/nysed_rti_guidance_document.pdf
- MTSS-I Framework - NYSED October 2023
<https://osepartnership.org/mtssi/NYSED-MTSS-I-Pilot-Framework-October-2023.pdf>
- MTSS-I Resources NYSED - <https://osepartnership.org/mtss-i>
- Intervention Central - <http://www.interventioncentral.org/>
- New York State Response to Intervention – Technical Assistance Center <http://www.nysrti.org/>
- Teacher Professional Development Modules and Resources Iris Center at Vanderbilt University <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Assessment of Lagging Skills and Unsolved Problems
<https://livesinthebalance.org/wp-content/uploads/2021/06/ALSUP-2020-1.pdf>
- [PBIS World](#) - Tiered interventions for behavior
- [Be Good People Curriculum](#)
- [Change to Chill](#)
- [Questions about Behavioral Function](#)

Appendix K - Assessment of Lagging Skills

ALSUP 2020

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

Collaborative & Proactive Solutions

THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME

DATE

The ALSUP is intended for use as a **discussion guide** rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

LAGGING SKILLS

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

☐ Difficulty maintaining focus	☐ Difficulty seeing "grays"/concrete, literal, black & white, thinking
☐ Difficulty handling transitions, shifting from one mindset or task to another	☐ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
☐ Difficulty considering the likely outcomes or consequences of actions (impulsive)	☐ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me")
☐ Difficulty persisting on challenging or tedious tasks	☐ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
☐ Difficulty considering a range of solutions to a problem	☐ Difficulty shifting from original idea, plan, or solution
☐ Difficulty expressing concerns, needs, or thoughts in words	☐ Difficulty appreciating how his/her behavior is affecting others
☐ Difficulty managing emotional response to frustration so as to think rationally	☐ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
☐ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	☐ Difficulty empathizing with others, appreciating another person's perspective or point of view
☐ Sensory/motor difficulties	☐ Difficulty handling unpredictability, ambiguity, uncertainty, novelty

UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce an unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ALSUP Guide for guidance on the four guidelines for writing unsolved problems.

SCHOOL/FACILITY PROMPTS:

Are there specific tasks/expectations the student is having difficulty completing or getting started on?

Are there classmates this student is having difficulty getting along with in specific conditions?

Are there tasks and activities this student is having difficulty moving from or to?

Are there classes/activities the student is having difficulty attending/being on time to?

HOME/CLINIC PROMPTS:

Are there chores/tasks/activities the child is having difficulty completing or getting started on?

Are there siblings/other children the child is having difficulty getting along with in specific conditions?

Are there aspects of hygiene the child is having difficulty completing?

Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to

Appendix L - Attendance Meeting Agenda

Attendance Meeting Agenda

Date:_____

Student Name:_____

Parent(s) Present for Meeting:_____

Total # of Absences for Current School Year:_____

Background Information	
Any trends or recurring patterns regarding attendance (ex: previous years, specific days of the week, etc)	Possible issues preventing attendance (ex: family situations, housing, medical, etc)
Meeting Notes	
Parent/Family Perspective (reasons given for absences; things impacting student attending)	
Action Plan (Strategies Provided for Support and/or Recommendations):	

*** after meeting is held***

add a note in SchoolTool and place this form in the student's cumulative folder

Appendix M - Fidelity Checklist - Literacy (Tier 1)

What is fidelity monitoring?

Fidelity refers to implementing a program or curriculum as intended, which can be a key factor in its success and whether it positively moves youth outcomes. Fidelity monitoring refers to a system of measuring and analyzing the degree to which a program is implemented as intended.

Tier 1 Expectations:

- ☐ Students are given a minimum of 90 minutes of reading instruction daily.
- ☐ All students are included in the Tier 1 instruction.
- ☐ Instruction follows an evidence-aligned scope and sequence that includes the five essential early literacy skills in a coherent, comprehensive core reading program.
 - ☐ Phonics
 - ☐ Phonemic awareness
 - ☐ Vocabulary
 - ☐ Fluency
 - ☐ Comprehension
- ☐ Evidence-aligned instructional routines are utilized to teach reading
- ☐ Teachers have access to evidence-aligned instructional materials
- ☐ Instruction is differentiated based on universal screening data
- ☐ Instruction is delivered in whole group and small group formats, based on student data
- ☐ Staff come to the classroom to support small group instruction during Tier 1.
- ☐ Grade level teams use universal screening data in the collaborative problem solving model to plan core instruction.
- ☐ During WIN time, students are provided with skill deficit instruction that is above and beyond the classroom instruction.
 - ☐ Ideas below are not all inclusive:
 - ☐ Writing across genres
 - ☐ Author studies/book groups
 - ☐ Read alouds with comprehension
 - ☐ Writing about reading
 - ☐ Reading skills: plot, character analysis, cause and effect, main idea, inferencing
 - ☐ Grammar/word study
 - ☐ Vocabulary instruction
 - ☐ High frequency words
 - ☐ Daily fluency practice
 - ☐ Morphology instruction
 - ☐ Cloze reading passages

Appendix N - Fidelity Checklist - Literacy (Tier 2 Plus/Tier 3 Plus)

What is fidelity monitoring?

Fidelity refers to implementing a program or curriculum as intended, which can be a key factor in its success and whether it positively moves youth outcomes. Fidelity monitoring refers to a system of measuring and analyzing the degree to which a program is implemented as intended.

Tier 2 Plus / Tier 3 Plus Expectations:

- ☐ Groups are determined based on universal screener and student need
- ☐ WIN time provides 35 minutes of instruction above and beyond the classroom instruction
- ☐ Ideas below are not all inclusive:
 - ☐ Author studies/book groups
 - ☐ vocabulary
 - ☐ grammar
 - ☐ synonyms/antonyms
 - ☐ homographs/homophones
 - ☐ word ladders
 - ☐ riddles
 - ☐ solving logic puzzles
 - ☐ “crack the code” such as Pig Pen Cyphers
 - ☐ Kahoot, etc.
 - ☐ readers’ theater
 - ☐ Board games that require reading
 - ☐ Scrabble
 - ☐ Apples to Apples
 - ☐ fact and opinion
 - ☐ inferences
 - ☐ writing across genres
 - ☐ creating Google Slides presentations

Appendix O - Fidelity Checklist - Literacy (Tier 2/Tier 3) - DRAFT

What is fidelity monitoring?

Fidelity refers to implementing a program or curriculum as intended, which can be a key factor in its success and whether it positively moves youth outcomes. Fidelity monitoring refers to a system of measuring and analyzing the degree to which a program is implemented as intended.

Tier 2/Tier 3 Program Expectations:

- ☐ Tier 2 and Tier 3 students are receiving 35 minutes of direct instruction using MTSS approved intervention programs
- ☐ Supplemental educational activities limited to 10-15 minutes per week aligned with skill deficit(s)
- ☐ Progress monitoring must be done biweekly
- ☐ Daily attendance and service logs need to be recorded in Frontline. Classroom teachers see grade level interventionist for details and support
- ☐ Teachers have access to evidence-aligned instructional materials. Classroom teachers see your grade level interventionist.
- ☐ Instruction is delivered in small group formats, based on student data.
 - ☐ Groups are based on skill deficit

Adherence to Scripted Plan:

- ☐ Did you complete each activity in the lesson?
 - ☐ Yes
 - ☐ No
 - ☐ Partial
- ☐ Were prescribed methods used for the lesson?
 - ☐ Yes
 - ☐ No
 - ☐ Partial
- ☐ Did you add anything to the lesson that was not in the instructional plan?
 - ☐ Yes
 - ☐ No
 - ☐ If so, why?
- ☐ Did you experience any distractions or disruptions during the lesson?
 - ☐ Yes
 - ☐ No
- ☐ How many minutes was your lesson?
 - ☐ _____

Specific Program Adherence:

<u>Reading Mastery</u> Grade K • Grade 1 •	<u>Corrective Reading</u> Level A (35-40 minutes) • Complete each part of the lesson as presented in the teacher presentation book ○ Students review sounds, sound out and then read words ○ Students do workbook pages according to teacher dictation or independent work ○ Individual reading check outs Decoding B1 (45-60 minutes) • Each lesson should have these 4 components ○ Word Attack ○ Group Reading ○ Individual reading check outs ■ Fluency check ○ Workbook exercise Decoding B2 (45-60 minutes) • Each lesson should have these 4 components ○ Word Attack (10 min) ○ Group Reading (15-20) ○ Individual reading check outs ■ Fluency check (10) ○ Workbook exercise (10) Decoding C (45-60 minutes) • Each lesson should have: ○ Word analysis skills ○ Vocabulary ○ Reading of text passage ○ Comprehension questions ○ Reading check outs ■ Fluency check ○ Workbook applications
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<u>Phonics for Reading</u> •	<u>SPIRE Sounds Sensible (30-35 minutes)</u> • Each lesson should have these 5 components: • 1. Listening • 2. Rhyming • 3. Segmentation • 4. Phoneme-Grapheme Relationships • 5. Dictation
<u>S.P.I.R.E. (Each Lesson 60 minutes - done over 2 days)</u> Level 1 - short a, short i, short o, short u, short e, sh, ch, th, wh, ang, ing, ong, ung, ank, ink, onk, unk Each lesson should have these 10 steps: • Step 1. Phonogram Card Review • Step 2. Phonological Awareness activity • Step 3. Word Building • Step 4. Decoding and Sentence Reading • Step 5. Prereading • Step 6. Reading • Step 7. Sound Dictation • Step 8. Prespelling • Step 9. Spelling • Step 10. Sentence Dictation Level 2 - ff, ll, ss, al, wa, qu, ck, tch, a-e, i-e, o-e, u-e, e-e, Vowel-se	

Each lesson should have these 10 steps:

- Step 1. Phonogram Card Review
- Step 2. Phonological Awareness Activity
- Step 3. Word Building
- Step 4. Decoding and Sentence Reading
- Step 5. Prereading
- Step 6. Reading
- Step 7. Sound Dictation
- Step 8. Prespelling
- Step 9. Spelling
- Step 10. Sentence Dictation

Level 3 - open syllables (so, he, fly), exceptions (ild, old, ind, ost, oll), ay, suffixes (-ed, -s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, -less), twin-consonant syllable division, non-twin-syllable division, ou, prefix a-

Each lesson should have these 10 steps:

- Step 1. Phonogram Card Review
- Step 2. Phonological Awareness Activity
- Step 3. Word Building
- Step 4. Decoding and Sentence Reading
- Step 5. Prereading
- Step 6. Reading
- Step 7. Sound Dictation
- Step 8. Prespelling
- Step 9. Spelling
- Step 10. Sentence Dictation

Appendix P - Standard Operating Procedure for Classroom Management

*Beekmantown CSD utilizes the Therapeutic Crisis Intervention for Schools (TCIS) Model. This information has been provided in TCIS trainings. In addition, the District's MTSS Plan addresses tiered responses for behavior. Additional training and resources have been provided through professional development such as Marcia Tate and Dr. Kelly Brock. All materials are linked for your reference.

Environment

- Make good use of space including places for calming
- Clean, orderly, inviting
- Calming noise level
- Decorated appropriately for the age group, reduce visual clutter

Classroom Community

- Safe and nurturing environment
- Take into consideration specific effects of trauma
- Allow for development of co-regulation and self-regulation skills
- Build positive relationships
 - Understand Stress Model of Crisis and triggers of individual students
 - Intervene at the earliest sign of distress
- Adults demonstrate emotional competence and self awareness (knowing self)

Routines and Procedures

- Visual schedules
- Classroom management system
- Reviews and practices procedures and expectations (ie: lining up, transitioning in the hall, use of cubbies, cafeteria, etc...) regularly
- Follows PBIS

Engaging Instruction

- Provided at appropriate instructional level for each student (independent, instructional vs frustrational levels)
- Includes student collaboration
- Prepare engaging lessons
 - Anticipate challenges and individual student needs and how to address them
- Balances technology use
- Differentiates instruction
- Incorporates [Universal Design for Learning](#) strategies

Responding to behavior

- Be mindful of student triggers
- Intervene and call for assistance prior to escalation
- Be mindful of non-verbal communication
- Active Listening
- Behavior Support Techniques (TCIS - Managing the environment, prompting, caring gesture, hurdle help, redirection and distractions, proximity, directive statements, time away)
- [Tiered Behavior Interventions](#)
- Avoid Power Struggles

- Refer to IST for suggestions and development of plans
- Follow behavior plans and ICSPs
- Collect data and update plans as necessary

For more comprehensive information please refer to:

TCIS Workbook, [MTSS Plan](#), [Marcia Tate - Worksheets Don't Grow Dendrites](#),
[Dr. Kelly Brock Resources - Behavior RTI](#)

(MTSS Plan)

Adopted: September 2021

Revised: August 2024