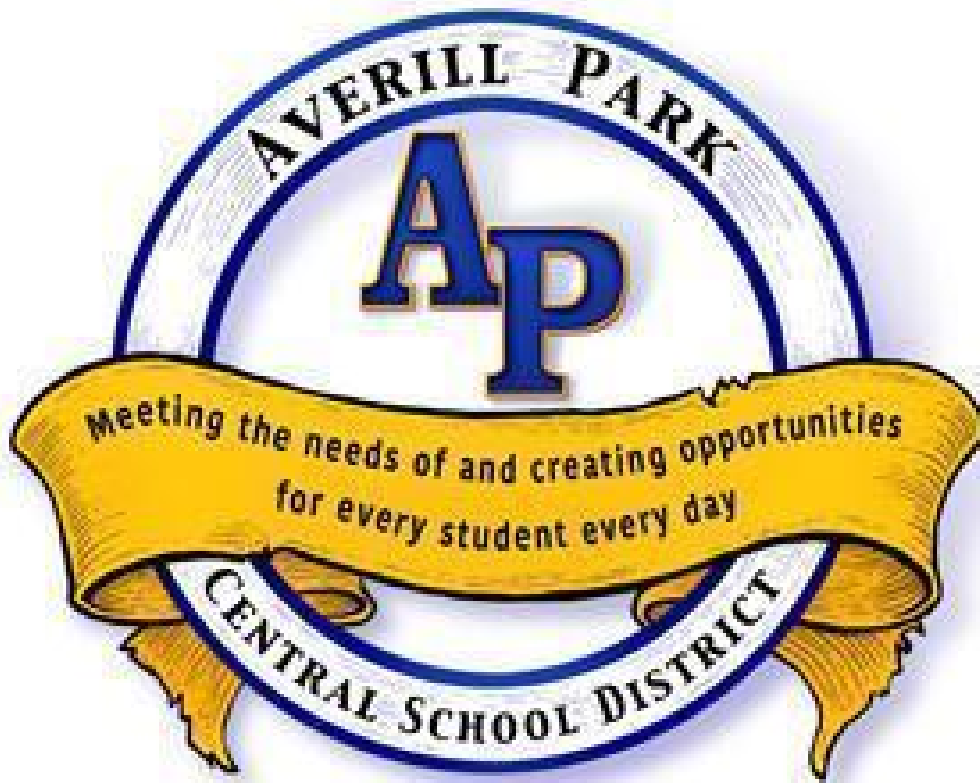


Averill Park Central School District



Multi-Tiered Systems of Support Plan

2023-2024

MISSION, VISION, & GOALS

AP Mission

To meet the needs of and create opportunities for every student every day.

AP Vision

To create passionate learners who contribute positively to their community and the world.

AP District Goals

Goal # 1: Students will graduate college and career ready.

Goal # 2 Students will productively engage in their school community.

Goal # 3: Students will be digitally fluent, demonstrating the ability to live productively and safely in a technology-influenced society.

INTRODUCTION TO Multi-Tiered Systems of Support (MTSS), Response To Intervention (RtI), & Academic Intervention Services (AIS)

Multi-tiered Systems of Support (MTSS) is a framework used with the intent to clarify, streamline, and incorporate best tools and practices so that each student has the best chance of meeting their full potential. MTSS is a framework used to identify and support struggling learners. MTSS is not a specific curriculum, but a proactive approach establishing targeted supports to address academic, behavioral, or social-emotional needs. The purpose of establishing an MTSS process is to:

- Ensure equitable and immediate access to intervention
- Provide early screening and prompt interventions for all students
- Identify risk factors for early literacy and foundational math skill development
- Employ evidence-based practices for students with academic deficits

Academic Intervention Services (AIS) includes two components: additional instruction and support services. Additional instruction supplements the instruction beyond the general curriculum and assists students who are at risk of not achieving the State learning standards. Support Services address barriers in order to improve academic, social, and emotional performance. Our goal is to provide supplemental instruction and/or student support services intended to assist students in meeting the expectations of the NYS Next Generation Learning Standards. Academic Intervention Services (AIS) may be made available to students with disabilities on the same basis as nondisabled students, if the student is not already receiving special education services in the specific area of concern. AIS is available to English Language Learners (ELL) and must be supplementary (in addition to and not in place of Tier 1). AIS cannot replace the ELL instructional program requirement under CR Part 154 services. AIS will be planned and implemented in coordination with the ELL student's general education program. A school district may provide a Response to Intervention (RtI) program in lieu of providing AIS when an RtI program is made available by grade levels and subject areas (reading/writing/math) for which students are identified as eligible for AIS.

Response to Intervention (RtI) is a school-wide process, guided by assessment data, which organizes instruction and tiered support services to deliver high quality instruction to meet the diverse needs of learners. It is an ongoing process of using student performance and other data to guide instruction and intervention decisions. It is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

New York State Regulations define RtI as a school district's process to determine if a student responds to scientific, research-based instruction. RtI represents an important educational strategy to close achievement gaps for all students, including students at-risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps.

Reading in the early grades is a primary focus of the RtI process. Reading is the area in which most of the research is available, and also the curriculum area in which most students are identified with learning difficulties. However, the process of data-based decision making and the principles of RtI can apply to reading,

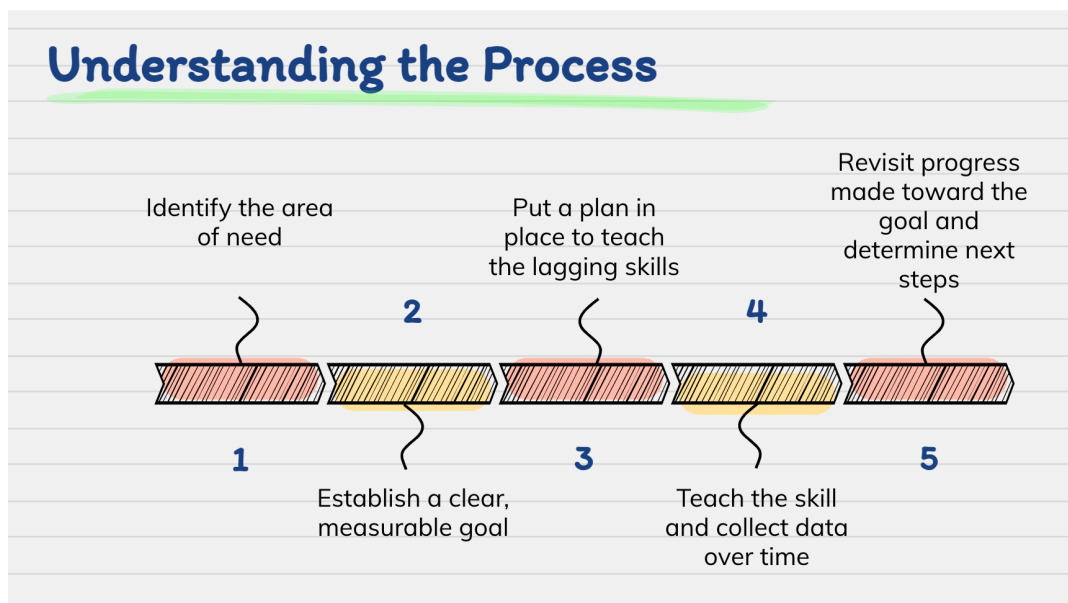
math, and writing as well as content areas at the high school level. RtI can also address behavioral and social-emotional issues that impact learning. The Averill Park Central School District applies RtI in grades K-12.

The RtI process begins with universal screening of all students in grades K-8. The **purpose** is to determine which students need help with instruction. The universal screening provides information about a student's foundational learning. Universal screening is recommended to take place in the beginning of the year, and is repeated again in the winter and the spring.

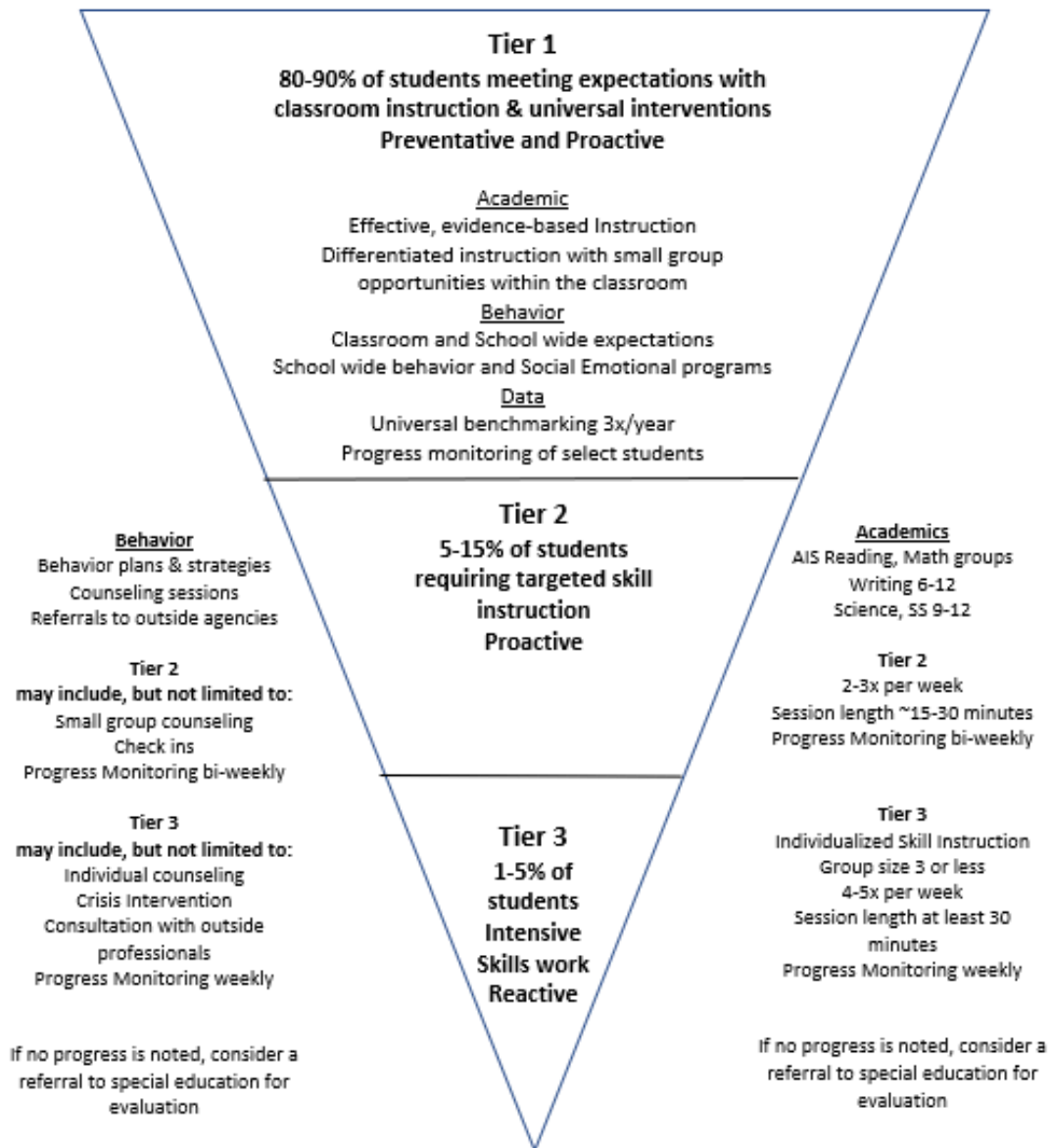
In order to know if an intervention is effective, the progress of students needs to be continuously monitored. Progress monitoring involves using scientifically-based assessments to determine the effectiveness of the interventions. Progress monitoring assesses specific skills that are found in state standards that are therefore part of the academic content. Progress monitoring needs to be applicable to the instructional strategies that are being used to remediate deficits and should be able to be administered repeatedly and efficiently to students over a period of time. If interventions do not correct deficits, a student could be identified as a student with a learning disability, as detailed in the "Learning Disability Criteria," document (Appendix A). RtI has been shown to lead to more appropriate identification and development for students with educational disabilities. Determining whether a student has an educational disability must include data-based information that leads to the determination that a student's educational difficulties are not the result of a lack of an appropriate instructional program or approach.

What are the benefits of RtI?

- RtI ensures a shared approach is used in addressing students' diverse needs.
- RtI eliminates the "wait to fail" situation because students get help promptly within the general education setting.
- The RtI approach helps to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education.
- RtI helps to identify the root cause of achievement problems.



RTI PYRAMID



MTSS Process and Protocols

Deficit is Realized-Minimum of 6 weeks of instruction has been provided

MTSS Referral is Made-to Building Learning Team

Classroom visit is scheduled with the referring teacher
Following the visit-MTSS Building Team Meeting is Scheduled

Data-Based Intervention Planning

Student data is reviewed
Classroom teacher brings primary concern to the meeting, along with supporting data
Observations from classroom visit are shared
An intervention is chosen by the team
Progress monitoring tool is selected
Timeline is established
Follow up meeting is scheduled



Intervention is Delivered- Minimum of 6 weeks

Progress Noted

Intervention is continued

No Progress Noted

Determine alternate intervention
Revisit after intervention period (minimum of 6 weeks)



Intervention is Delivered- Minimum of 6 weeks

Progress Noted

Intervention is reviewed to determine if continuing is recommended

No Progress Noted

Team meets to determine *if* a referral to CSE is recommended

RtI APPROACH

TIER 1: Core Classroom Instruction

- Focus is to provide research based core instruction for all students
- Designed to address the needs of the majority of a school's students (80-90%)
- Uses flexible groupings, ongoing assessment, and targeting of specific skills

Tier 1	
Target Group & Instruction	Instruction is delivered to ALL students in the general education classroom. Instruction will employ scientific, research-based programs delivered with fidelity. For example, reading will include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, fluency (including oral reading) and comprehension. 80% of students should make adequate progress with Tier 1 instruction. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability. Appropriate behavioral supports and intervention is evidenced by school-wide positive behavioral strategies or approach which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.
Grouping	Multiple and flexible grouping formats to meet student needs
Identify Student Needs/Goal	Students who are not meeting the required benchmarks or grade level standards receive additional support and/or intervention/strategies within the general education classroom.
Duration of Intervention	Approximately 8 weeks (per intervention)
Interventionist	General education classroom teacher
Setting	General education classroom
Frequency of Data Collection	<i>Academic Universal Screening:</i> 3x/year as described in the Universal Screening section <i>Researched based Student Perception Survey:</i> 2x/year <i>Progress Monitoring:</i> Collected at least every other week; a minimum of 3 progress monitoring data points (per intervention) with student/s in need of instructional support

Review	Approximately every 8 weeks; the review will take place with each building's grade level data team.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.
Prior to movement up Tiers	2- 3 interventions/strategies (one at a time, per skill) will be implemented over the course of approximately 8 weeks for each intervention.

Interventions/Best Practices

Academic Interventions	Behavioral Interventions
Planning for Instruction - Purpose and goals for learning are clearly stated - Visual supports are provided for students to reference - Formative assessments are used to tailor instruction - Lessons include plans for differentiation of content and instructional method, and student engagement Instruction - Explicit instruction of new content including: modeling, demonstration, active engagement, and supervised student practice - Students are taught in both whole group and small groups, tailored to similar instructional needs - Reteaching and review is provided in response to student needs - Curriculum is aligned with NYS Standards Engagement - Activities are student-centered - Opportunities for students to respond and participate throughout the lesson are provided Assessment - Timely feedback about student performance is provided, both individually and as a whole group - Opportunities are provided for students to demonstrate their learning in different ways - Includes universal, diagnostic, formative, and summative forms, including both formal and informal opportunities for students to demonstrate understanding - Consistent assessment data is collected and recorded	Classroom Structure - Develop predictable systems and routines - Post daily schedule - Develop, post, and implement classroom management plan "Script" and post steps for most critical routines to maximize time with students - Clearly state expectations - Post written reminders of expectations - Give time for student to take a "break" and get back on track Minimize Distraction: - Alternative seating - Use of "private" office with dividers on desk - Establish classroom expectations with regard to noise level/classroom movement (as adopted by each building) Post/Teach/Review/Monitor: - Establish behavioral expectations and post them - Teach rules in the context of routines - Prompt or remind students of the rules/provide feedback - Monitor student behavior/collect data - Evaluate the effect/look for trends - Provide remediation to review classroom expectations Actively Engage Students/Observe: - Provide time and opportunities for students to respond - Keep records - Focus on the positive - Name desired behaviors/post excellent examples - Review expectations prior to activities Evidence Based Practices to Promote Active Engagement: - Nonverbal "check ins" - Mindfulness breaks - Remind students of classroom expectations - Character Education

District Tier 1 Instruction and Programs

	Elementary	Middle School	High School
ELA: Reading & Writing	90 minute/daily K-2 Super Kids 3-5 Reading Side by Side Explicit Phonemic & Phonics instruction	gr 6: 84 minutes/daily gr 7 & 8: 42 minutes/daily Common Lit Expeditionary Learning	80 minutes/alternating days NYS Common Core Standards
Math	60 minutes/daily Eureka Math (NYS Modules)	42 minutes/daily Teacher developed materials based (NYS Modules)	80 minutes/alternating days NYS Common Core Standards
Behavioral/ Social & Emotional	Classroom Connections Character Education Warrior Wednesday One Book One School Access to ongoing counseling & support services	Morning Meeting Warrior Wednesday Minute Meetings Wellness Days One Book One School Extra Curricular Clubs and activities Student Assistance Counselor-Too Good for Drugs Access to ongoing counseling & support services Counselor lessons in classrooms	Daily Advisory Warrior Wednesday Peer Tutoring Yearly Meetings with School Counselor Wellness Days Extra Curricular Clubs and activities Student Assistance Counselor-Project Success Access to ongoing counseling & support services

TIER 2: Strategic Interventions (Supplemental Instruction)

- Supplemental, small-group instruction, is provided in addition to and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus supplemental interventions.
- Interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1, and other sources of data.
- Students are grouped according to instructional needs.

Tier 2 Intervention	
Target Group	5-15% of the students. For students who have not responded adequately to Tier 1 efforts.
Grouping	Homogeneous small group instruction of approximately 5 students (grades K-5) and up to approximately 8 students (grades 6-12), depending upon the intervention. It is important that the groups be at the same ability/instructional level with the focus on similar skills or content.
Identify Students Needs/Goal	Identify student's goal(s) generated by data demonstrating student need (given response to Tier 1 interventions).
Frequency & Duration of Intervention	Two to three times per week (for approximately 8 weeks) for a minimum of 15-minute interventions, in addition to the core instructional block.
Interventionist	Content Area Teacher or School Counselor
Setting	Setting designated by the team; may be within or outside of the classroom
Frequency of Data Collection	Ideally, every other week progress monitoring on the targeted skill to ensure adequate progress and learning with a minimum of 4 data points (per intervention). Data is recorded and analyzed.
Review	Approximately every 8 weeks; the review will take place with each building's grade level data team. Every 5 weeks at high school via progress reports and monthly RTI Problem Solving Team meetings.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.

Prior to movement up or down Tiers	2-3 interventions (at Tier 2) per skill prior to review by the building's grade level data team, which will determine if a student moves up/down a tier.
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Interventions/Best Practices

Academic Interventions	Behavioral Interventions
Modifications: - Content or length of assignments are altered or simplified - Directions are simplified Scaffolding Tools: - Graphic organizers, checklists or visual supports of identified strategies are provided - Explicit directions are provided orally and in written form - Assistive technology is provided to support student learning (ex: spell check, speech to text, calculator, multiplication chart, etc.) Targeted Explicit Instruction: - Small group instruction - Pre teaching	Specific Individual Reflection Forms: - Student-centered reflection with teacher comments - Explicitly state goals, involve students in goal setting - Give students time to practice desired behaviors and provide feedback - Planned ignoring and contingent praise Motivational Behavioral Charting: - Post on student desk - Review progress at scheduled intervals throughout the day Behavioral Contracting: - Agreement between child and teacher w/parent signature - Explicitly state desired behaviors/rewards Self Monitoring: - Provide students with checklists or visual prompts Collaborative Problem Solving (CPS) - Identify unresolved problem - Child's concern - Adult concern - Solution agreed upon

District Tier 2 Instruction and Programs

	Elementary	Middle School	High School
ELA: Reading & Writing	-Differentiated skill & fluency work during classtime & WIN -95% Lessons -Kilpatrick Drills (PA) -HearBuilder	-Differentiated instruction & activities during class time & Access -Reading Workshop -Afterschool sessions with teachers -CARES -Writing Workshop	-Differentiated instruction & activities during class time -Afterschool sessions with teachers -Instructional Support Period -Study Skills -Advisory- (instructional)
Math	-Differentiated skill work during WIN -Reflex Math- Fact based fluency -Zearn -IXL	-Access & Morning Meeting Math -Afterschool sessions -CARES - additional teacher support to targeted classrooms	-Differentiated instruction & activities during class time -Afterschool sessions with teachers -Instructional Support Period -Study Skills -Advisory- (instructional) - Math Lab

Behavioral/ Social & Emotional	-Counseling groups (short-term) -Circle groups -Behavior Plans -Mindfulness -Social Skills Groups -Friendship groups	-Counseling groups (short-term) -Circle groups -Positive behavior plans -Warrior Fundamentals -CARES	-Counseling (short term) -Advisory -Circle groups -Instructional Support Period -Instructional Support Services - In-School Support Room -Student Assistance -Counselor- <i>Active Parenting</i>
Attendance	-Check-ins -Meetings with School Counselor -Attendance Letters	-Check-ins -Meetings with School Counselor -Attendance Letters - working with Renss Cty resources	-Meetings with -School Counselor -Attendance Circles -Attendance Letters - working with Renss Cty resources

TIER 3- Intensive Intervention (Supplemental Instruction)

- Instruction that is explicit, more intensive, and specifically designed to meet student's individual needs
- Designed for students with low skills and/or a sustained lack of adequate progress in Tiers 1 and 2

Tier 3 Intensive Intervention	
Target Group	For 5% of the student population who have not responded adequately to Tier 1 and 2 efforts, or who demonstrate significant needs.
Grouping	Homogeneous small-group instruction of approximately 1-3 students, depending on the intervention. It is important that the groups be at the same ability/instructional level, focusing on similar skills.
Identify Student Needs/Goal	Identify student goal(s) generated by data demonstrating student need given response to Tier 1 and 2 interventions.
Duration of Intervention	Daily intervention/strategy for a minimum of 30 minutes in addition to the core instructional block.
Interventionist	AIS/Intervention Provider and/or Content Area Teacher
Setting	Appropriate setting designated by the team outside of the classroom.
Frequency of Data Collection	Ideally, weekly progress monitoring on targeted skill(s) with data recorded and analyzed.
Review	Approximately every 8 weeks; the review will take place with each building's grade level data team. Every 5 weeks at high school via progress reports and monthly RTI Problem Solving Team meetings.
Duration of Continued Intervention	Dependent upon student response to the intervention/s and progress.
Prior to movement up or down Tiers	2-3 interventions (at Tier 3) per skill prior to movement up or down tiers. The building's grade level data team should meet and review data. The building Psychologist must be present prior to referral to special education.

District Tier 3 Instruction and Programs (but not limited to)

	Elementary	Middle School	High School
ELA: Reading & Writing	- 95% Lessons - Kilpatrick Drills (PA) - Wilson/Foundation - Just Words	-STARi -Wilson	-Academic Intervention Class -Differentiated instruction & activities during class time -Afterschool sessions -Instructional Support Period -Study Skills -Advisory- instructional groups -In-School Support Room -Peer Tutoring
Math	Teacher designed skill focused lessons	Supplemental Math - teacher designed skill focused lessons	-Differentiated Instruction & Activities during class time -Afterschool sessions -Instructional Support Period -Study Skills -Advisory- instructional groups - Math Lab
Behavioral/ Social & Emotional	-Individual Classroom Behavior Plans -Individual and group: goal based counseling - Individual Check in/Check Out -Behavior contracts -Restorative Circles -Individual social skills instruction -Back Pack Program	-Warrior Fundamentals -Individual Classroom Behavior Plans -Individual and group: goal based counseling -Behavior contracts -Restorative Circles - Check in/Check Out - Individual social skills instruction -Pantry Program	-Individual and group: goal based counseling -Restorative Circles - Instructional Support Support -Individual social skills instruction -Pantry Program
Attendance	Attendance Letters Home visits Student/Parent Conferences Contracts	Attendance Letters Home visits Student/Parent Conferences Contracts	Attendance Letters Home visits Student/Parent Conferences Contracts
Other	N/A	N/A	APEX Credit Recovery

MTSS Learning Teams

Members of District Level MTSS Team

Assistant Superintendent

Building Principals

Directors of Student Supports

Teacher representatives

Counseling/Psychologist representatives

Community Member

Members of Building Level Data Support Team (Elementary & Middle School) and RtI Problem Solving Team (High School)

Schools shall develop data support teams to assist teachers in providing differentiation and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students. Members may include:

- Building Principal/Assistant Principal/s
- Classroom Teacher(s)
- Special Education Teacher(s)
- AIS Provider/s
- Psychologist
- School Counselor, Social Worker
- ELL Teacher

Student data is crucial in order to:

- Make accurate decisions about the effectiveness of general education instruction and interventions
- Undertake early identification/intervention with academic and behavioral problems
- Prevent unnecessary and excessive identification of students with disabilities
- Determine individual educational programs needed; deliver and evaluate services

Problem Solving Model:

The problem-solving model involves an in-depth analysis of skill deficits and instructional and environmental variables that comprise a student's academic performance (Shapiro, 2009). Information obtained from the examination of instructional variables is used to identify sub-skill deficits and inform targeted interventions. The problem-solving model to be used by the building's grade level data team is a four-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

ASSESSMENTS & EVIDENCE USED TO DETERMINE STUDENT NEED FOR RtI/AIS SERVICES

Evidence may include:

Report Cards, Classwork, Class Participation, Discipline Records, Attendance, Medical Diagnoses, Mental Health Diagnoses, Educationally related disabilities, ELL Performance, Prior evaluations, Behavioral data, Previous/Current RtI/AIS and/or special education services, formative & summative assessments.

Grade	Reading Assessments	Math Assessments	Behavioral/Social & Emotional Assessments
K	Universal Screening: Kindergarten Screening Tool Letter & Sound Identification Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screening for Intervention (PSI) Others: Super Kids assessments Common Formative Assessments	Universal Screening: Kindergarten Screening Tool Number Identification & Counting Others: Module assessments Common Formative Assessments	Universal Screening: Kindergarten Screening Tool
1	Universal Screening: Nonsense Words & Oral Reading Fluency Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screener for Intervention (PSI) Others: Super Kids assessments Common Formative Assessments	Universal Screening: aMath Diagnostics: Fact fluency tests Other: Module Assessments Common Formative Assessments	Universal Screening: Use Other Evidence

Grade	Reading Assessments	Math Assessments	Behavioral/Social & Emotional Assessments
2	Universal Screening: Oral Reading Fluency for rate & accuracy Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screener for Intervention (PSI) Quick Phonics Screener (QPS) Other: Super Kids assessments Common Formative Assessments	Universal Screening: aMath (Adaptive Math) Diagnostics: Fact fluency tests Other: Module Assessments Common Formative Assessments	Use Other Evidence
3/4/5	Universal Screening: Oral Reading Fluency for rate & accuracy Diagnostics: Phonological Awareness Screener Test (PAST) Phonics Screener for Intervention (PSI) Quick Phonics Screener (QPS) Other: Reading Side by Side assessments NYS Assessments Common Formative Assessments	Universal Screening: aMath (Adaptive Math) Diagnostics: Fact fluency tests Other: Module Assessments Common Formative Assessments	Universal Screening: Student Perception Survey
6-8	Universal Screening: aReading Other for reading & writing: NYS ELA Assessment ELA 10 week and 20 week checkpoint summative assessments for reading and writing Common Lit Assessments Common Formative Assessments	Universal Screening: aMath (Adaptive Math) Other: NYS Math Assessment Math 10 week, 20 week, and 40 week checkpoint summative assessments Common Formative Assessments	Universal Screening: Student Perception Survey

Grade	Reading & Writing Assessments	Math Assessments	Behavioral/Social & Emotional Assessments
9	Other: 8 th Grade NYS ELA Assessment ELA 10 week and 20 week checkpoint 8 th Grade summative assessments Common Formative Assessments 5 & 10-week grade reports	Universal Screening: FastBridge aMath (8 th grade June percentile) Other: 8 th Grade NYS Math Assessment Math 10 week, 20 week, and 40 week checkpoint summative assessments Common Formative Assessments 5 & 10-week grade reports	Universal Screening: Student Perception Survey Naviance-Strengths Assessment
10-12	<u>English/Social Studies/Science</u> Common Formative Assessments Regents Exams Final Exams 5 & 10-week grade reports	Common Formative Assessments Regents Exams Final Exams 5 & 10-week grade reports	Universal Screening: Student Perception Survey

UNIVERSAL SCREENING

An assessment process used with all children within a given grade, school building, or district for the purposes of identifying or predicting students who may be at-risk academically. The universal screening will be given to all students in Grades K-8 in the fall, winter and spring.

ELA and Math Universal Screening by Grade Level

	Kdg	1	2	3-5	6-8
Oral Reading Fluency		x	x	x	
aReading					x
aMath		x	x	x	x
Nonsense Words		Fall & Winter only			
Letter & Sound ID	winter & spring only				

PROGRESS MONITORING

Progress monitoring is a scientifically based practice that is used to assess student's academic and/or behavior performance and evaluate the effectiveness of instruction. Progress monitoring provides more instructionally relevant information than traditional assessments.

To implement progress monitoring:

- The student's current levels of performance are determined in specific academic skill areas (i.e. reading, writing, and/or math)
- Goals for learning in each identified area of deficit are created with anticipated dates for achievement.
 - Students may be progress monitored in more than one academic area, if needed.
- The student's academic performance is measured on a regular basis (depending on the intervention).
 - Tier 1 & 2- Typically every other week
 - Tier 3- Typically weekly
 - Progress monitoring data will be reviewed approximately every 8 weeks by the building's grade level data team and more regularly by the AIS provider and/or teacher. Progress reports will be reviewed approximately every 5 weeks by the high school's RtI Problem Solving Team and more regularly by the AIS provider and/or teacher.
- Teaching is adjusted as needed.
- Student's progression of achievement continues to be monitored once intervention is modified
- Progress toward meeting the student's goals or target is measured by comparing expected and actual rates of learning and documented.

District Progress Monitoring Tools

	Kdg	Gr 1	Gr 2-3	Gr 4-5	Gr 6-8	Gr 9-12
PAST	x	x	x	x		
PSI	x	x	x	x		
Letter/sound cards	x					
SuperKids Assessments	x	x	x			
QPS- Quick Phonics Screener			x	x	x	
Oral Reading Fluency		x	x	x	x	x
Curriculum based assessments	x	x	x	x	x	x
grade reports					x	x
Comp Efficiency					x	

Writing Probes-					x	
Math Concepts & Applications)					x	

ENTRY & EXIT CRITERIA

The determination of qualification for and delivery of intervention services shall be made by the Building Grade Level Data Team.

	Entry Criteria Student performance may include one or more of the following:	Exit Criteria Student performance may include one or more of the following:
Grades K-8 Reading & Writing	-Below expected levels of performance on kindergarten screener -Below the 35th percentile on the universal screening for reading - below 95% accuracy on ORF -Below grade level cut-offs on diagnostic assessments -Below the current year's cut score on the 3-8 NYS ELA exam -Evidence of need from progress monitoring data collected during tier 1 interventions -Not meeting grade level reading or writing standards on report card -Classroom performance: unit and/or formative assessments below grade-level standards	-Above the 35th percentile on the universal screening for reading -At or above the grade level cut-offs on diagnostic assessments -Above the current year's cut score on the 3-8 NYS ELA exam -Evidence of growth from progress monitoring data collected during tier 1, 2, or 3 interventions -Meeting grade level reading or writing standards on report card -Classroom performance: unit and/or formative assessments approaching grade-level standards

Grades K-8 Math	-Kindergarten screening results that are below expected levels of performance -Below the 25th percentile on the math screening -Below grade level cut-offs on diagnostic assessments -Below the current year's cut score on the 3-8 NYS Math exam -Evidence of need from progress monitoring data collected during tier 1 interventions -Not meeting grade level math standards on report card -Classroom performance: unit and/or formative assessments below grade-level standards	-Above the 25th percentile on the math screening -Above grade level cut-offs on diagnostic assessments -Above the current year's cut score on the 3-8 NYS Math exam -Evidence of growth from progress monitoring data collected during tier 1, 2, or 3 interventions -Meeting grade level math standards on report card -Classroom performance: unit and/or formative assessments approaching grade-level standards
9-12 Reading & Writing	-Below the 25th percentile on the June reading screening from 8th grade -Below the current year's cut score on the NYS Grade 8 ELA exam -English Final Average below 65% -English Final Exam score (64% and below) -NYS ELA Regents Exam (64% and below) -Failure in English course for 2 consecutive marking periods -Low performance in previous English course in sequence -Teacher recommendation of the service -Counselor or Case Manager recommendation of the service -Student/Parent request of the service	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS ELA Regents Exam (65% and above)
9-12 Math	-Below the 25th percentile on the June math screening from 8th grade -Below the current year's cut score on the NYS Gr 8 math exam -Math Final Average below 65% -Math Final Exam score (64% and below) -NYS Math Regents Exam (64% and below) -Failure in math course for 2 consecutive marking periods	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS Math Regents Exam (65% and above)

	-Low performance in previous math course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service	
9-12 Science	-NYS Science Regents Exam(s) (Living/Earth/Chem) (64% and below) -Failure in science course for 2 consecutive marking periods -Low performance in previous science course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS Science Regents Exam (65% and above)
9-12 Social Studies	-NYS Regents Exam in Global History or US History (64% and below) -Failure in social studies course for 2 consecutive marking periods -Low performance in previous social studies course in sequence - Teacher recommendation of the service - Counselor or Case Manager recommendation of the service - Student/Parent request of the service	-Evidence of growth and student target met from progress report data collected during tier 1, 2, or 3 interventions -Classroom performance: unit and/or formative assessments approaching grade-level standards -Final Exam grade (65% and above) -NYS Social Studies Regents Exam (65% and above)
Counseling	-Parent concerns/request -Teacher concerns/request -Administrator request -Outside agency request/assessment -Self-referral by student -Counselor/Social Worker/Psychologist observations of child in the school environment -Attendance referral	-Evidence of growth from progress monitoring data collected

PARENTAL/GUARDIAN INVOLVEMENT

Parent/Guardian involvement in the RtI and AIS tiered service delivery model, or any service delivery system, should be characterized by consistent, organized, and meaningful two-way communication between school personnel and parents/guardians with regard to student progress and related school activities. Through this communication, a parent/guardian is able to play an important role in their child's education by assisting in their learning process and by being involved in decision making as it affects instruction to increase their child's achievement. The APCSD believes that positive family engagement is essential to student achievement and thus encourages such involvement in school educational planning and operations. Parents/Guardians are encouraged to be actively involved in their child's education at school and are included as full partners in the decision-making to assist in the education of their child.

In a school setting that is implementing the RtI model, parents/guardians should expect to receive information about their child's needs, the interventions that are being used, who is delivering the instruction, and the academic progress expected for their child. Frequent communication with the school, receipt of regular progress (or lack of progress) information, and participation in decision making should provide parents/guardians the information needed to determine whether their child should be referred for special education evaluation.

NOTIFICATION & COMMUNICATION

Parents/Guardians are notified when their child requires an intervention (Tier 2 & 3) beyond what is provided to all students in the general education classroom. Notification is provided to parents/guardians via a phone call, e-mail, and/or letter (see Appendix C) that indicates:

The nature of the intervention their child will be receiving:

- o Type of intervention
- o Frequency
- o Duration
- o AIS Provider
- o Location

Progress will be reported to parents/guardians via written reports and/or progress monitoring data on the same schedule as report cards and at the high school, every 5 weeks on the progress reports. Teacher conferences and/or consultations may be provided, and parents/guardians may be given suggestions for working with the student at home. When AIS is discontinued, the parent/guardian will be notified in writing that the services will be ending, and the criteria for ending services. The classroom teacher, AIS provider, and/or school counselor may be responsible for the above-required communications.

PROFESSIONAL DEVELOPMENT

Part 100.2 (ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district." The Averill Park Central School District will provide professional development as described in the Professional Learning Plan.

APPENDIX A

Learning Disability Criteria

Individuals with Disabilities Education Act (IDEA):

- In making a determination of eligibility a child shall not be determined to be a child with a disability if the determinant factor for such determination is lack of appropriate instruction in math or reading, including in the essential components of reading instruction.
- If the child has not made adequate progress after an appropriate period of time with appropriate intervention, a referral for an evaluation to determine if the child needs special education and related services must be made.
- For a child suspected of having a specific learning disability, the group must consider, as part of the evaluation:
 - Prior to, or as a part of the referral process, the child was provided appropriate high-quality, research-based instruction in regular education settings, including that the instruction was delivered by qualified personnel.
 - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

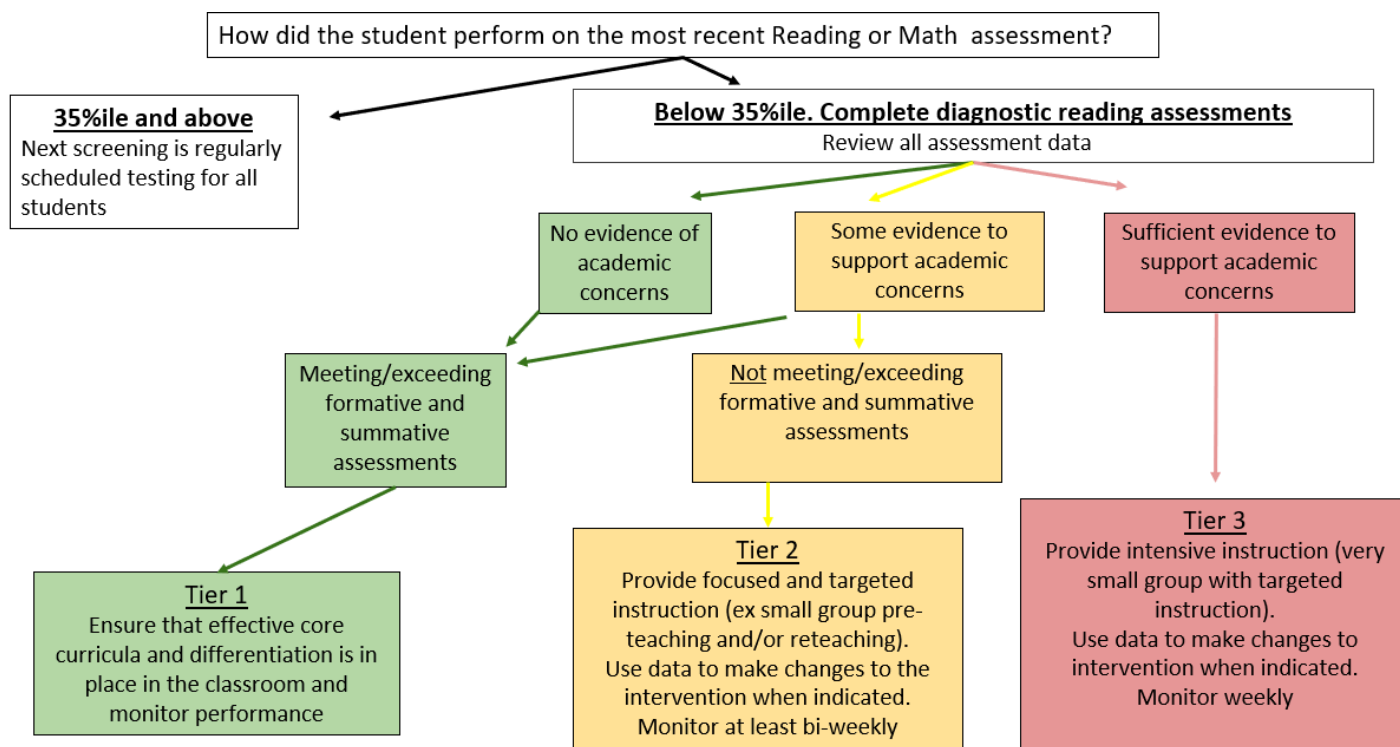
DEFINITION:

Part 200 definition of learning disability: means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j). The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The following exclusionary factors are listed:

- Visual, hearing, or motor disabilities
- Intellectual disability
- Emotional disturbance
- Cultural factors
- Environmental factors or economically disadvantaged
- Limited English proficiency
- Lack of adequate instruction (either from attendance or adequate instruction)

APPENDIX B

Averill Park Central School District RtI Decision Making Tree



APPENDIX C

APHS PROCEDURES FOR INTERVENTION WHEN A STUDENT FAILS A REGENTS EXAM



Identification and Entry	☐ Teacher and/or Counselor identifies failure from shared results. ☐ Counselor and/or Case Manager collaborates with student and family to schedule student into an intervention. ☐ Counselor and/or Case Manager, collaborating with data coordinator provides parent/guardian and receiving teacher with written notice of intervention. ☐ Counselor and/or Case Manager, with the support of data coordinator, collects student data packet to share with intervention provider. ☐ The above will include: ASAP report from failed Regents Exam(s), teacher feedback form from the student's previous teacher (if different from intervention provider) and students grades within all courses taken in associated department. RECOMMENDATION FORM link available via counselor.
Intervention Program Delivery and Monitoring	☐ Intervention provider instructs student to remediate skills deficits and prepare students to re-take the failed exam. ☐ Intervention provider informs parents of student progress every five weeks via progress report. ☐ Once a month, the SST, (High School RTI Problem Solving Team), will review the student's progress, with the feedback of the intervention provider, as coordinated by the Counselor and associated Class Principal. The SST will collaborate with the intervention provider to make service adjustments, as needed.
Exiting	☐ When the student has successfully passed the exam, the student will be exited from the intervention service. ☐ Counselor and/or Case Manager will provide parent/guardian and intervention provider with written notification of exit from intervention services.

APHS PROCEDURES FOR INTERVENTION WHEN A A STUDENT IS PROACTIVELY IDENTIFIED AS IN NEED OF SUPPORT



Identification and Entry	A student may enter into Intervention via a number of possible mechanisms: ● Teacher recommendation of the service. ● Counselor or Case Manager recommendation of the service. ● Consideration of MS data points as student enters into 9th grade ● Student/Parent request of the service. ● Failure of course for two consecutive marking periods. ● Low performance in the previous course in a sequence. ☐ When any recommendation is made, a RECOMMENDATION FORM (link available via counselor) is to be completed and submitted electronically to the student's counselor and/or case manager. ☐ Upon receipt of the form, the counselor and/or casemanager, collects student data and communicates with the teacher who provides primary instruction to the student ☐ This data may include: ASAP report from any failed Regents Exam(s) in the content area, teacher feedback from from the student's previous teachers(s), report card/transcripts ☐ When situation arises, Counselor and/or Case Manager collaborates with student and family to schedule student into an intervention. ☐ Counselor and/or Case Manager, collaborating with data coordinator, provides parent/guardian and receiving teacher with written notice of intervention. ☐ Counselor and/or Case Manager, with the support of data coordinator, collects student data packet to share with intervention provider. ☐ The above will include: ASAP report from any failed Regents Exam(s) in the content area, a teacher feedback form from the student's previous teacher(s), (if different from intervention provider) and students grades within the all courses taken in associated department.
Intervention Program Delivery and Monitoring	☐ Intervention provider works with student to remediate skills deficits. ☐ Intervention provider informs parents of student progress every five weeks via progress report. ☐ Once a month, the SST, functioning as the high school RTI Problem Solving Team, will review the student's progress, with the feedback of the intervention provider, as coordinated by the Counselor and associated Class Principal. The SST will collaborate with the intervention provider to make service adjustments, as needed.
Exiting	☐ When the student has demonstrated that s/he is meeting with success, as defined by the targets for the intervention placement, the student will be released from service. ☐ Counselor and/or Case Manager will provide parent/guardian and intervention provider with written notification of exit from intervention services.

