Response to Intervention (RtI) Plan

MCS's Multi-Tiered System of Supports and Academic Interventions
(revised 2021)

MCS Mission Statement

Milford Central School will provide all students with the knowledge, skills and values to become productive participants in a changing world. A caring staff will ensure successful, challenging experiences that will instill a life-long love of learning.

Revised 2020-2021

Milford's RtI Mission

Milford Central School's Response to Intervention (RtI) Program enhances our district's commitment to *Excellence*, a critical element of our school crest. By evaluating and meeting individual students' needs through differentiated instruction, the RtI Program intends to optimize student growth, develop the whole child, instill a love of learning, and encourage all students to develop the knowledge, skills, and values to become productive participants in a changing world. MCS will accomplish this by implementing a district wide process to provide prevention, early intervention and instructional programming to ensure academic and behavioral progress and success for each and every student.

Every day, in a 100 small ways, our children ask, "Do you hear me? Do you see me? Do I matter?" Their behavior often reflects our response. ~ L.R. Knost

PART I: MCS Response to Intervention

Team Composition

The following school staff members assisted in the development of the MCS Response to Intervention (RtI) Manual and presently serve as members of the RtI team.This team offers a wide range of perspectives in academics, behaviors, social-emotional learning, and mental health. Many members also serve on the district Positive Behavioral Intervention Supports (PBIS) and Comprehensive District Educational Plan (CDEP) teams, are providing interventions and services, participate in weekly counseling meetings, and deal with student conduct and management.

- Michelle Dibble, Academic Interventionist/Title I Coordinator
- Jennifer Dutcher, Academic Interventionist
- Jamie Dobrovolc, Speech Language Pathologist
- Kim Johnson, School Psychologist and CPSE/CSE Chairperson
- Kali Brockert, Elementary Special Education Teacher
- Nicole Lippitt, Elementary School Counselor/PBIS Coordinator
- Jennifer Johnson, Middle and High School Counselor
- Teresa Glavin, K-12 Building Principal/Director of Instructional Services/Dean of Students
- Amy Swatling, Teacher on Special Assignment (TOSA)

Introduction and Definition of RtI/MTSS

Response to Intervention (RtI) is a three-tiered process of support that provides students with individualized and monitored assistance. The system of supports is organized by multiple tiers of increasing intensity. As early RtI models focused on academics originally, specifically Math and Reading, more recent models address behaviors, which will be noted in **PART II: MCS RtI Intervention Levels.**

- The goals of RtI are to identify specific needs of students, provide necessary instructional support, and close individual achievement and developmental gaps. This district wide process will include frequent and repeated assessment of student performance, data based decision making, and the use of multi-tiered, research based interventions. (APPENDIX A Flow Chart)

- RtI is *not* considered special education services and is *not* considered a referral for a special education or psychoeducational evaluation, although RtI data can be used to determine eligibility for special education testing.

An RtI program consistent with section 100.2(ii) of the Regulations of the NYS Commissioner must include the following minimum essential components below.

Essential Components of RtI:
(referenced in RESPONSE TO INTERVENTION Guidance for New York State School Districts)

- **Appropriate Evidence-Based Instruction**
  The core program of a general education classroom serving all students using high quality, research-based instruction provided by a qualified teacher.
- **Incoming Kindergarten Screening**
  Incoming kindergarten students are screened the spring before enrollment to assess academic, physical, motor, and speech/language skills. Students who are identified with need may be monitored or reassessed in the fall.
- **Benchmark Assessment of All Students (Universal Screening)**
  Benchmark assessments interpret individual, class, and grade performance of Math and ELA skills. Benchmarking an entire class aids in identifying students who are performing at grade level, which students need extra support and why, and where and what kind of instruction is needed. This allows for flexible grouping of support. Benchmarks will be conducted 3x a year (fall, winter, spring) using STAR Early Literacy, STAR Reading, and/or STAR Math by the classroom teacher K-12. The STAR Curriculum Based Measurements (CBMs) will be used for ELA K-6 and Math K-3 in the fall in addition to the initial benchmark assessment.
- **Progress Monitoring for All Students**
  Progress monitoring is a system for monitoring student progress and the effectiveness of the supports provided to students. STAR Early Literacy, STAR Reading, STAR Math for K-12 will occur a minimum of 3x a year because of benchmarking, but in addition to that there will be more frequent assessments to consistently monitor the growth of students receiving interventions. Specifically, the STAR CBM Screener will be used at least 1x a month for ELA K-6 and Math K-3 for students who are at-risk within the blue, yellow, and red range within the STAR assessment data. Progress monitoring can potentially happen every 1-2 weeks, as needed. These will be reviewed in coordination with other data to assess growth trajectories.
- **Data-Based Decision Making**
  Data-based decision making occurs at all levels of RtI implementation and all levels of instruction. It is the application of specific information gathered from the benchmark assessments and/or progress monitoring that will be interpreted to determine appropriate measures for intervention and 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.
- **Instruction Matched to Student Need**

Based on student need, the interventionist, setting, grouping, duration, length of instructional setting, assessment, progress monitoring will be determined.

- **Multilevel Prevention System**
  When students are identified through screening, progress monitoring, and other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model begins. The multi-level prevention system provides access to increasingly intense levels of instruction and interventions. It includes three levels of intensity or prevention, called Tier I, Tier II, and Tier III.
- **Considerations when Implementing RTI with Limited English Proficient/English Language Learners (LEP/ELL)**
  Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.
- **Notification to Parents/Guardians**
  Communication with parents/guardians is a key RtI component and MCS values those strong connections. Thus, written notification to parents/guardians needing academic interventions greater than Tier I will be provided via a district letter. (APPENDIX G)
  Within that notification will be:
    - 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;
    - strategies for increasing the student's rate of learning; and
    - the parents' right to request an evaluation for special education programs and/or services.

Entry Criteria for Academic Intervention Support (AIS) Services in MCS RtI Model:
All students who fall below the NYS mandated cut score for proficiency on the previous year's state test will receive Tier II academic interventions to begin the school year. Students within 5 scale score points of the proficiency cut score will be monitored for AIS. Students who do not have a NYS test in the previous school year will receive AIS per recommendation of the RtI Committee, or the classroom and/or content area teacher based on any one or a combination of the following:

- STAR test scores below proficiency
- Failing cumulative average in class

Exit Criteria for Academic Intervention Support (AIS) Services in MCS RtI Model:
Students receiving RtI Tier II or III AIS will discontinue services per the recommendation of the RtI Committee. The RtI process is expected to take a minimum of 8 weeks before recommending a change in RtI intervention, to allow a comprehensive assessment of student progress. The RtI Committee with consider the following:

- STAR test scores at or above proficiency
- Cumulative average of 75 or above in the subject for which the student receives Tier II or III AIS
- NYS test score at or above proficiency

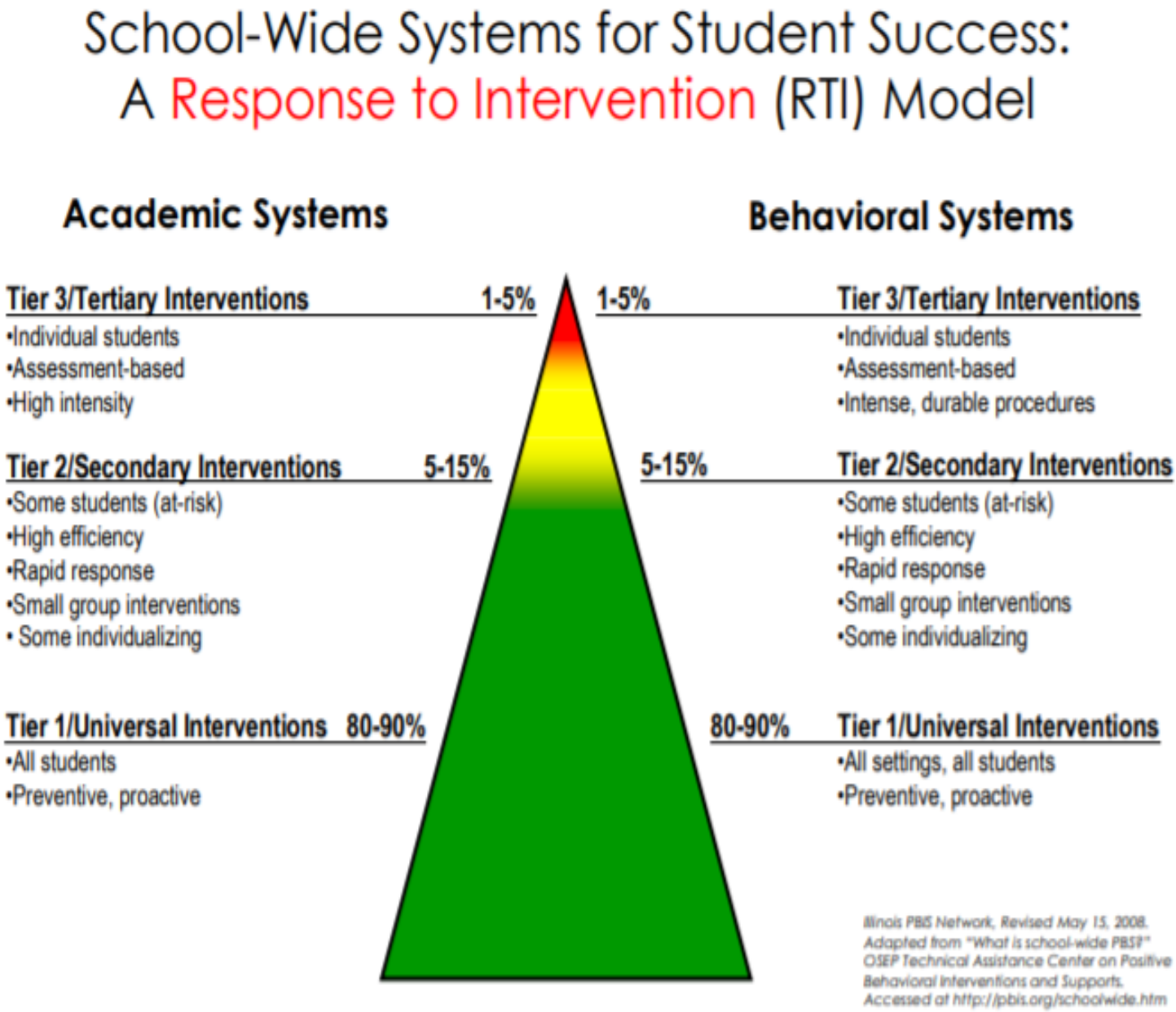
PART II: MCS RtI Intervention Levels

MCS shall remember:

"Intervention is not more of the same thing."

"The lifeblood of the [RtI System] is the efficient application of effective interventions."

The MCS RtI Plan incorporates the multi-tiered approach. As in other models, MCS will have three tiers that address more than the traditional academic interventions, commonly known as Academic Intervention Systems. Academic Intervention Services (AIS) is a component of Tier II and III.



Tier I: Core Instruction

Academics: All students will receive Tier I grade-level appropriate, standards-based content and skill specific, foundational instruction in the general classroom setting. The MCS expectation is for subjects and courses to provide content in different modalities, using best practices to deliver lessons to support the acquisition of knowledge and skills. In addition to each content-specific instruction, MCS Tier I teaching will provide instruction in, and continued engagement with and application of, the 5 Components of Reading including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Tier I instruction will address the NYSED Next Generation ELA and Math grade level standards via Journeys, NYSED modules, and Eureka Math, supplemented with both on-line and printed resources and practice platforms, such as Core Lexia for reading and IXL for Math, as well as Freckle and Castle Learning for other content areas.

Behavioral/SEL: All students will be supported in the acquisition of appropriate age-related behavioral and SEL expectations in Tier I instruction. To assist in this, MCS has and will continue to implement PBIS, where expectations are outlined and posted throughout our building. In Tier I settings students will also reference the MCS Code of Conduct which outlines expectations and the consequences in a tiered approach. Tier I instruction will incorporate the 5 components of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making .In an effort to reach all students, our teachers employ fidelity to their resources and use differentiation strategies when applicable. When students struggle within Tier I core instruction, teachers implement a variety of strategies to support their advancement, academically and behaviorally, and monitor their progress. For example:

- Pre-assessment
- Providing explicit systematic instruction
- Flexible grouping for instruction (whole group to 1:1 conferencing)
- Use of Leveled reading materials
- Leveled tasks
- Cooperative learning structures

The implementation of Tier I instructional interventions strive to meet the needs for the whole class during their core instructional time with their classroom teacher(s). Teachers may implement strategies, interventions, accommodations, and modifications in order to maximize effective learning.

This Tier I level is also seen as using proactive and preventative measures and strategies. Instruction and guidance at Tier I must consider individuals with learning differences (e.g., auditory, tactile, multi-sensory). Tier I instruction is typically successful with 80-90% of the population.

Interventions for Tier I May Include:

- Explicit and systematic small group instruction within the general education classroom.
- Instruction that has been broken down into manageable steps.
- Instruction that has been provided using a different teaching strategy.
- Instruction was provided using a different response mechanism.
- Students have been provided with additional practice activities.
- Students have been provided with immediate and specific feedback.

Tier I	Characteristic
Interventionist	Regular classroom teacher, classroom aide, related service provider offering full class instruction for enrichment of skills
Setting	All classrooms
Program	Scientifically based curricula focusing on: print, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary. Reading and number sense fluency, spelling, Learning A-Z, Lexia, Florida Center for Reading Research strategies- http://www.fcrr.org Intervention Central strategies- https://www.interventioncentral.org
Grouping	Varied and flexible grouping: whole class, small group (1-6 students), work stations, 1:1 conferencing, peer partners
Duration	Entire school year, daily classroom instruction
Length of Instructional Sessions	90 minutes per day of ELA in grades K-6 60 minutes per day of Math in grades K-6 40-45 minutes per day of ELA in grades 7-12 40-45 minutes per day of Math in grades 7-12 *teachers will use their discretion to block times necessary for ELA, so as to incorporate both reading and writing.
Assessment Measures	Universal screening of all students in ELA and Math in grades K-12, at least 3x a year (Benchmarking)
Progress Monitoring	All Tier I students will complete Benchmarking 3x a year, with the possibility of being progress monitored 1x between Benchmarking.. Students initially identified as at-risk or not meeting standards are monitored on a frequent basis in an effort to determine if Tier II interventions are needed.

Tier I Best Practice strategies for MCS teachers to reference, including options to enhance effective instruction for ESL students

- Collaboration between teachers and ESL teachers regarding the curriculum
- Small group instruction & purposeful groupings: peer-pairing ELLs with proficient English speakers, and proficient native language speakers
- Building knowledge & connecting prior knowledge
- Explaining idioms
- Instruction in the same topic using leveled text
- Pictures, drawings, charts, and other visual aids
- Celebration of multicultural holidays
- Explicit instruction in English language

- 3-5 seconds wait time for processing
- Extra time to complete work
- Allowing yes/no/short answer responses
- Retelling to a peer, teacher, or tape recorder
- Total physical response
- Teaching high-frequency and sight words
- Cloze exercises
- Information gap exercises
- Repeated reading
- Think alouds
- Readers' theater, especially with props
- Use of gestures and motions in instruction
- Predictable consistent routines and procedures

Tier II: Targeted Small Group Instruction

Based on academic school-wide screening, students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough will receive Tier II interventions. Interventions will focus and address areas needing improvement that were determined after analysis of screening/progress monitoring measures. Students will receive this during a specified RtI period, *in addition* to the Tier I instruction provided during regular classroom instruction. Tier II instruction may be provided by an Academic Intervention Service teacher in Math and/or ELA, as we will provide those interventionists at grades K-8. MCS will provide a 9-12 Learning Lab for Ss to seek assistance or be referred to by a content teacher when they have a study hall. This assigned intervention is flexible, and as students progress they can be bounced back into their study hall. Specific content related interventions in 9-12 courses will be provided by the course teacher either during a scheduled intervention period or from 3-4 afterschool if arranged. Generally Tier II represents 10-15% of the population.

Interventions for Tier II May Include:

- Explicit and systematic small group instruction outside of the general education classroom.
- Supplemental instruction that has been provided using a different teaching strategy.
- Students have been provided with additional practice activities.
- Instruction has been provided targeting specific areas of weakness.

Tier II	Characteristic
Interventionist	General education personnel, AIS Interventionist, Related Service Providers, Licensed Teaching Assistant
Setting	Variable, can occur within the regular classroom or outside of the regular classroom
Program	Programs, strategies, and procedures designed and employed to supplement, enhance and support Tier I
Grouping	Small groups determined by similar learning needs
Duration	6-12 weeks
Length of Instructional Sessions	Minimum of 20 minutes per day 2-3 times per week in small group in addition to 90 minutes of core instruction
Assessment Measures	Universal screening of all students in ELA and Math in grades K-12, at least 3x a year (Benchmarking) will be maintained.
Progress Monitoring	Progress monitoring 2-4 times a month on target skill to ensure adequate progress and learning

Tier III: Highly Specific Instructional Intervention

Students that require additional or more intensive support than Tier II offers will receive Tier III intervention. This may include more frequent, more intensive, and/or one-on-one support during RtI. Typically Tier III represents 1-5% of the population.

Tier III	Characteristic
Interventionist	General education personnel determined by principal (classroom teacher, reading teacher, teaching assistant, AIS teacher)------ OR----- AIS Interventionists, Related Service Providers, Licensed Teaching Assistant, Special Education Teacher
Setting	Appropriate setting designated by the school; may be within or outside of the classroom
Program	Sustained, intensive scientifically based interventions provided by general education staff
Grouping	Small groups determined by similar learning needs
Duration	Variable, based on the rate of progress and performance of students, between 10 and 40 weeks
Length of Instructional Sessions	Minimum of two 20 minutes, and up to 40 mins, per day in small group instruction in addition to Tier I core instruction. Approximately 20-60 minutes, 5x per week
Assessment Measures	Benchmarking 3x a year, but also Includes formal and informal assessments to inform instruction, administered by interventionists
Progress Monitoring	Progress monitoring 1-2x a week on target skill to ensure adequate progress and learning

Beyond Tier III-Referral to Special Education

Sufficient data must be gathered to demonstrate that a student has not made progress towards closing the achievement gap given highly specific instructional intervention. A child may then be referred to the Committee of Special Education for review.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics; **And**
2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;

Or

(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;

And

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

The student-centered data collected and information on instructional strategies used throughout an RtI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RtI process. Refer to APPENDIX B for NYS' model form, **Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning DisabilityDocumentation of a Learning Disability Eligibility Determination**. This form is **required** to be completed at the CSE meeting to provide evidence of the above requirements.

Quality Indicators for Use of RtI Data in a Learning Disability Determination:

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
- The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.

NYS Guidance for Response to Intervention website: RESPONSE TO INTERVENTION Guidance for New York State School Districts

Part III: Assessments-Universal Screening and Repeated (Progress Monitoring)
A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

MCS Universal Screening in Math and ELA using STAR:

Beginning of Year Benchmark (Universal Screening)	Mid-Year Benchmark (Tier I Progress Monitoring)	End of Year Benchmarking (Tier I Progress Monitoring)
September-October	January	May-June

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress (2) provide information on the effectiveness of the intervention and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through Tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

- For Progress Monitoring of Tier I ELA*, the following assessments will be used:
    - Grades K-1: Early Literacy STAR Assessment, STAR Reading as needed for individuals
    - Grades K-5: Journeys reading series assessment, STAR Reading, STAR CBMs, Lexia
    - Grades 3-12: STAR Reading

- For Progress Monitoring of Tier I Math, the following assessments will be used:
    - Grades K-12: STAR math assessment, STAR math CBM

*Once MCS has the anticipated new writing program we will seek to adopt a tool that allows us to screen/progress monitor writing skills as well.

Part IV: Considerations for ESL Students:
Additional assessment may be needed to determine the risk-status of students whose native language is not English. For example, special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with weak native language literacy skills. Collecting language proficiency data in addition to using the reading screening measures may help to determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010).

PART V: MCS RtI Initial Procedure:
If teachers find a student is not performing to standards in Tier I, they can submit a **Students of Concern Submission Form (APPENDIX B)** This is the initial step in the MCS process, once the concern rises.

Part VI: Staff Professional Development (PD)*:
Part 100.2(ii)(3) requires each school district take "appropriate steps to ensure that staff have the

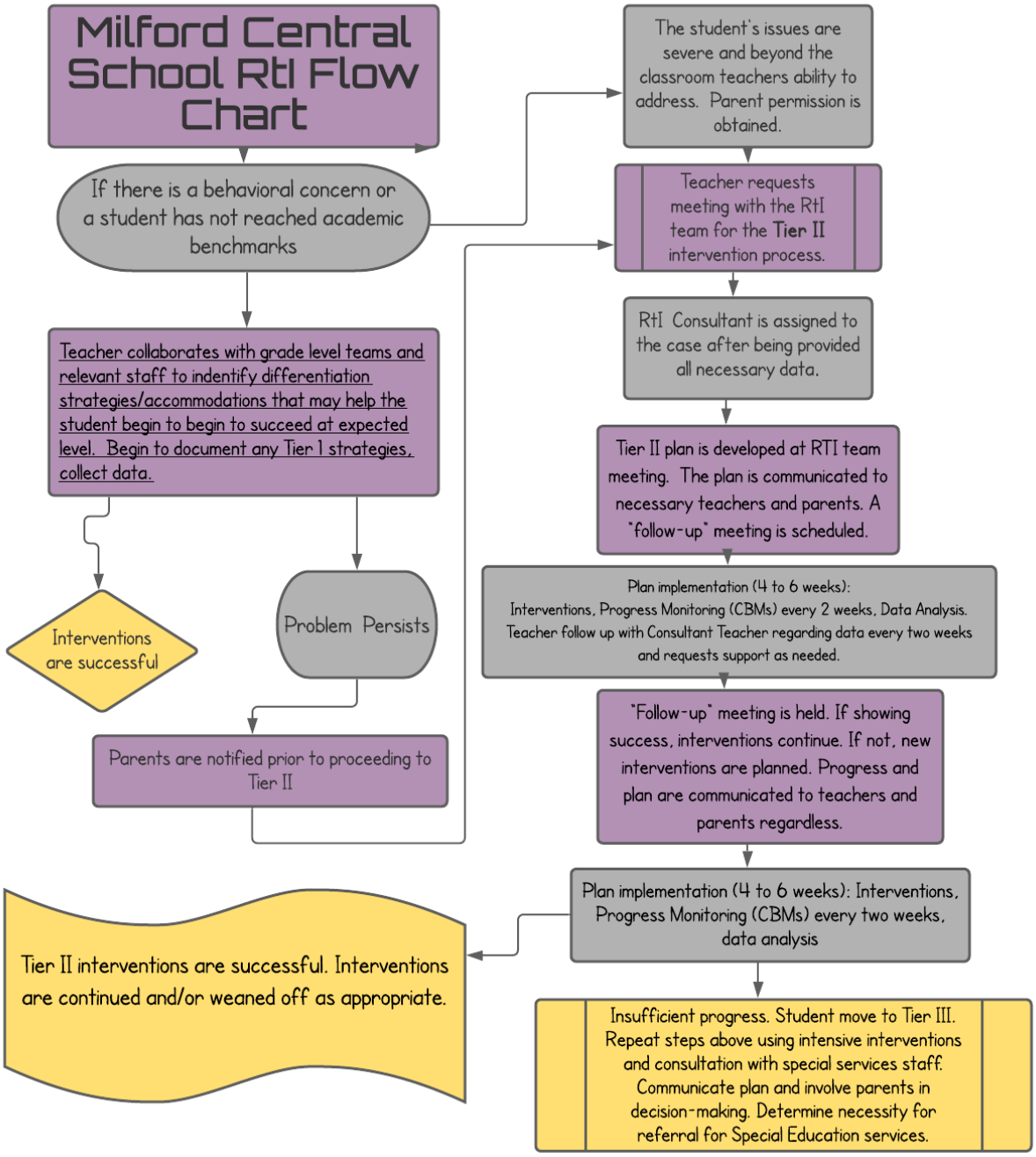
knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with…" the specific structure and components of the RtI process selected by the school District.

MCS will maintain providing professional development opportunities on academic instruction, i.e. Differentiating Instruction, specific platform and/or program implementation PD, writing and delivering effective lessons with Learning Targets, the 5 components of Reading, etc. For the behavioral instruction, we will be providing PD on PBIS structures and procedures, trauma-informed instruction, the Four Functions, de-escalation strategies, SEL components, etc.
*The MCS 2021-22 Professional Development Plan, including the calendar of scheduled PD, will reflect PD enhancing our RtI Plan. For example, June 21 we have Phonological/Phonemic Awareness training for K-3 instructors.

Part VII: Procedural Staff Expectations:
To begin the RtI Process on a student the procedural steps are outlined as:

1. Complete the Students of Concern Submission Form (APPENDIX B)
2. The RtI team will assign a case manager to each submission for the initial protocols of offering support, best practice suggestions, etc. The case manager will meet and complete the Pre-Meeting form. (APPENDIX C)
3. The Case Manager will assist in the intervention trials, data collection, determining if the root cause is academic or behavioral based on evidence, and can use the 2 resources pages to help. (APPENDIX D and E)
4. Once it is determined by the teacher and case manager that the student needs to be referred to the RtI team, the referral form (APPENDIX F) can be completed and submitted with all relevant data.
5. If the student is placed in an intervention, the parent will be notified using the RtI Parent Notification letter (APPENDIX G)
6. When the team and instructor meet on the referred student, the protocol will be outlined by the script in APPENDIX H.
7. As a follow-up, the case manager and/or team can share with the teacher the resource page on strategies to deliver core instruction efficiently. This may assist in addressing the needs of all students, as well as give teachers more tools to use for "Best Practice" instruction. (APPENDIX I)
8. If the team determines the interventions are not having a positive impact or leading to improvements, then the next step is to determine if there is a disability in play. The CSE Chair, Kim Johnson, will evaluate the student and make that determination, documenting that eligibility on . APPENDIX J.

APPENDIX A


Milford Central School RtI Flow Chart
If there is a behavioral concern or a student has not reached academic benchmarks
Teacher collaborates with grade level teams and relevant staff to indentify differentiation strategies/accommodations that may help the student begin to begin to succeed at expected level. Begin to document any Tier 1 strategies, collect data.
Interventions are successful
Problem Persists
Parents are notified prior to proceeding to Tier II
The student's issues are severe and beyond the classroom teachers ability to address. Parent permission is obtained.
Teacher requests meeting with the RtI team for the Tier II intervention process.
RtI Consultant is assigned to the case after being provided all necessary data.
Tier II plan is developed at RTI team meeting. The plan is communicated to necessary teachers and parents. A "follow-up" meeting is scheduled.
Plan implementation (4 to 6 weeks):
Interventions, Progress Monitoring (CBMs) every 2 weeks, Data Analysis.
Teacher follow up with Consultant Teacher regarding data every two weeks and requests support as needed.
"Follow-up" meeting is held. If showing success, interventions continue. If not, new interventions are planned. Progress and plan are communicated to teachers and parents regardless.
Plan implementation (4 to 6 weeks): Interventions, Progress Monitoring (CBMs) every two weeks, data analysis
Tier II interventions are successful. Interventions are continued and/or weaned off as appropriate.
Insufficient progress. Student move to Tier III. Repeat steps above using intensive interventions and consultation with special services staff. Communicate plan and involve parents in decision-making. Determine necessity for referral for Special Education services.

APPENDIX B

Students of Concern Submission Form

(To be completed prior to RtI Referral Form)

Section I

Your name:	**Grade level/Position:**
Today's date:	**Date Submitted:**

Area(s) of Concern:

Academic ☐

If you indicated this, please explain:

Behavioral ☐

If you indicated other, please explain:

Other ☐

If you indicated other, please explain:

Circle all additional areas of concern that apply:

Environment/Behavior/SEL:	**Instruction:**	**Assessment:**
Frequent tardiness Frequent absences Frequent bathroom/nurse visits Often lacks supplies Changes in appearance/dress Unusual weight loss or gain Appears fatigue or overly active Frequent physical injuries Cries easily Isolate itself from others Change in peer group Uses obscene language and gestures Frequent Detentions/suspensions Other_____	Fails to complete homework assignments Turns assignments in late Participates reluctantly in classroom activities/discussions Fails to respond to small group instruction Fails to respond to redirection Disrupts class by talking out Demonstrate weaknesses in_____ Other_____	Not meeting standards on curriculum based assessments (classroom tests) Progress has become stagnant and/or declined Benchmark scores are below standards Other_____

Have you received any medical documentation regarding this student?
(If 'yes', attach the documentation along with the submission of this form)

Yes ☐

No ☐

Explain other concerns you are having with this student:
Be sure to include: frequency/duration

What accommodations and/or interventions have you implemented in your classrooms to address the concerns listed above?

Section II (RtI team only)

Date of Review	
Team members	
Determination of next steps (with dates)	

Instructions for submitting:

1.) Be sure the form is filled out in its entirety

2.) Email form to: Dept_RTI@milfordcentral.org

3.) Be sure to attach any data you have collected (examples: behavior tracking intervention log, grades)

4.) Attach any relevant information (medical diagnosis from doctor, outside evaluations received, information from parent.

Things to consider before submitting:

1.) Have you implemented accommodations and interventions with this student and been unsuccessful?

2.) Have you collected documentation and data on accommodations and interventions for the student?

3.) Have you spoken with a member of the RtI/AIS Intervention team or Special Education provider for suggestions/resources/information on how to accommodate or provide interventions for the student? (Using them

APPENDIX C

The Case Manager Liaison & Teacher "Pre-Meeting" Form

Prior to an initial RtI Problem-Solving Team meeting, it is recommended that a case manager from the RtI Team schedule a brief (15-20 minute) "pre-meeting" with the referring teacher. The purpose of this pre-meeting is for the case manager to share with the teacher the purpose of the upcoming full RtI Team meeting, to clarify student referral concerns, and to decide what data should be collected and brought to the RtI Team meeting.

*If warranted, Case Manager Liaison will provide RtI Referral Form to teacher.

Here is a recommended agenda for the case manager-teacher pre-meeting:

1. **Explain the purpose of the upcoming RtI Problem-Solving Team meeting:** The case manager explains that the RtI Team meeting goals are to (a) fully understand the nature of the student's academic and/or behavioral problems; (b) develop an evidence-based intervention plan for the student; and (c) set a goal for student improvement and select means to monitor the student's response to the intervention plan.

2. **Define the student referral concern(s) in clear, specific terms.**. The case manager reviews with the teacher the most important student referral concern(s), helping the teacher to define those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-2 student concerns. NOTE: Use the guides that appear on the next page for writing academic or behavioral problem-identification statements and for dividing global skills into component sub-skills. Student Concern 1. _____
   Student Concern 2: _____

3. **Decide what data should be brought to the RtI Team meeting.** The case manager and teacher decide what student data should be collected and brought to the RtI Team meeting to provide insight into the nature of the student's presenting concern(s). Use the table below to select data for RtI decision-making.

Data Source	Types of Data to Be Collected
Archival data: Select relevant information already in the cumulative folder or student database.	
Student work products. Collect examples of homework, tests, in class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)	
Student interview. Meet with the student to get his or her perspective on the academic and/or behavioral problems.	
Specialized assessment. Decide whether a more specialized, individual assessment is required (e.g., direct observations of the student's rate of on-task behavior; instructional assessment to map out in detail the student's skills in literacy, mathematics, etc.).	

APPENDIX D

Identifying the Student Concern: Guides for Defining Academic and Behavioral Problems and for Breaking Global Skills into Component Sub-Skills

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical/ Expected Level of Performance**
Example: For science homework…	… Tye turns in assignments an average of 50% of the time…	… while the classroom median rate of homework turned in is 90%.

Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	**Problem Description. A specific description of the problem behavior**	**Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior**
Example: When given a verbal teacher request…	…Jay fails to comply with that request within 3 minutes…	… an average of 50% of the time.

Discrete Categorization: Divide Global Skill into Essential Sub-Skills	
Global Skill: _____	**Example : Global Skill:** The student will improve classroom organization skills'
Sub-Skill 1: _____ Sub-Skill 2: _____ Sub-Skill 3: _____ Sub-Skill 4: _____ Sub-Skill 5: _____	**Example: Sub-Skills for 'Classroom Organization Skills'** Sub-Skill 1: Arrive to class on time Sub-Skill 2: Bring work materials to class Sub-Skill 3: Follow teacher directions in a timely manner Sub-Skill 4: Know how to seek teacher assistance when needed Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

APPENDIX E

Classroom Data Tools: What Are They and What Can They Measure?

Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	Attendance] Office disciplinary referrals · Other aspects of behavior or academic performance captured in the school database
Behavior Report Cards	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	General behaviors (e.g., complies with teacher requests; waits to be called on before responding) · Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down home completely, etc.)
Checklists	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	Step-by-step cognitive strategies · Behavioral routines · Generalization: Target behavior carried out across settings

Cumulative Mastery Records	A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.	Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts,spelling words, letter or number names
Curriculum Based Measures/ Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	Homework grades Test grades Quarterly report card grades
Interviews	Guided by prompts or questions, the student periodically provides verbal feedback about academic performance, conduct, or other relevant intervention targets. Interviews are most effective when brief and consistent in format, with structured questions designed to elicit objective student responses. The interviewer can also reference specific	Student routines outside of class (e.g., use of study hall time, homework regimen) . Collecting covert information accessible only to the student (e.g., a learner's demonstration of ability to implement essential steps of a cognitive strategy)

	instruments to focus questions: e.g., checklist, rubric, rating scale.	

Logs	Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.	Homework completion Incidents of non-compliance · Student record of dates when he or she uses a self-guided academic intervention. Listing of student-teacher meetings.
Observation	Data on behavior or academic performance collected during direct observation of the student. The objectivity and consistency of data is often improved if the observer uses instruments to structure the observation: e.g., checklist, rubric, rating scale.	Academic engagement Out of seat Any other observable behavior of interest
Rubrics	An instrument designed to measure a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.	Any complex, multi-dimensional task: e.g.participation in a discussion; writing a research paper; preparing and presenting a PowerPoint; completing and documenting a science lab project, etc.

Self Monitoring	The student collects information about his or her own performance. The objectivity and consistency of data collection increases if the self-monitoring student uses a structured instrument (e.g., behavior report card, rubric, checklist, etc.).	Collecting data from settings outside of the classroom (e.g., self-monitoring homework routines) . Monitoring covert information (e.g., student use of multi-step cognitive strategy to solve math problems)
Work Products	Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework). A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).	Work completion Work accuracy Written evidence of problem solving steps Quality of student work (e.g., on writing assignments)

APPENDIX F

MILFORD CENTRAL SCHOOL
Response to Intervention Team (RtI) Referral Form
(revised 2021)

***General Information**:*

Person Making Referral:_____ Date:_____

Case Manager assigned from **Student of Concern Submission Form**:_____

Student Name:_____ Grade:_____

Student Date of Birth:_____

Student Address:_____

Date the grade level teacher contacted parent/guardian regarding RtI referral: _____

What are several strengths, talents, or interests for this student?

1. _____
2. _____
3. _____
4. _____

Instructional Information and Requested Documents:

**Please attach a copy of:
- the current report card or progress report
- student work samples in the area of concern (e.g.:math, writing). Also attach a sample of an average student's work on the same assignment.
- assessment data (STAR Reading, STAR Early Literacy, STAR Math, Lexia, CBMs given, etc.)

The student has been absent _____ days out of _____days of school this year. If reasons are known, please list/explain below: (medical, illness, home-situation, etc.)

_____

Has the student been previously retained? Yes or No (If so, what grade level? _____)

Does the student have a behavioral plan? Yes or No (attach a copy)

Does the student have an academic contract? Yes or No (attach a copy)

Is the student:

on grade level in:		making adequate progress in:	
Math?	Yes or No	Math?	Yes or No
Reading?	Yes or No	Reading?	Yes or No
Writing?	Yes or No	Writing?	Yes or No

Please complete the following charts to provide referral data using the following scale:

1=poor **2**=below average **3**=average **4**=above average **5**=superior **6**=not observed

A. Academic Characteristics (**Compared to GRADE LEVEL expectations/standards)**

	1	**2**	**3**	**4**	**5**	**6**
Demonstrates adequate progressions in mastering reading						
Reading material aloud with fluency						
Comprehends material read						
Spells material adequately						
Demonstrates adequate progressions in mastering math						
Performs math computations as expected proficiency						
Demonstrates fluency in math numbers and facts						
Writes legibly						
Produces written work						
Retains instruction from week to week						
Exhibits organization in accomplishing tasks						
Completes tasks on time						

B. Receptive Language Skills

	1	2	3	4	5	6
Comprehends word meanings						
Follows oral instructions						
Comprehends classroom discussion						
Remembers information just heard						

C. Expressive Language Skills

	1	2	3	4	5	6
Displays adequate vocabulary						
Uses adequate grammar for general understanding						
Expresses self fluently when called upon to speak						
Relates a sequence of events in order (telling a story)						
Organizes and related ideas and factual information						

D. Emotional/Mental/Behavioral/Social

	1	2	3	4	5	6
Follows classroom rules						
Generally cooperates or complies with teacher requests						
Corrects inappropriate behavior when asked						
Expresses dissatisfaction appropriately						
Adapts to new situations without getting upset						
Accepts responsibility for own actions						

Makes and keeps friends at school						
Works cooperatively with others						
Has an even, usually happy, disposition						
Is pleased with good work						
Initiates activities independently						
Responds appropriately to praise and correction						
Resists becoming discouraged by difficulties or minor setbacks						
Works effectively in large groups						
Works effectively in small groups						
Interacts appropriately with other students						
Participates appropriately in class discussions						
Assumes leadership in group activities						
Asks for help when needed						
Initiates conversations appropriately						
Asks questions about tests or projects						
Stays on task						
Demonstrates goal-oriented behavior						
Persists when task is difficult						
Is motivated to learn						
Completes homework/assignments						
Pays attention in class						
Takes care of materials						
Takes care of self						

Completes assignments according to directions						

E. Other:

Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If YES, cite specific observations	Yes Observations:	No
Does this student exhibit any signs of health or medical problems in the classroom? If YES, cite specific observations.	Yes Observations:	No
Exhibits adequate gross motor coordination (walking, running, etc.)	Yes Observations:	No
Displays adequate fine motor coordination (writing, drawing, manipulation of equipment, etc.)	Yes Observations:	No

List any additional academic, social, emotional, or behavioral issues/factors that seem to negatively affect the student's progress.

_____

_____

_____

Reviewing all requested data, what is/are the main concerns/problems: (consider 1-2 as a focus)

_____

_____

When have you observed the concerns/problems occurring the most?

_____

Please list/explain if there are settings or situations where the concern/problem is not occurring or is minimized?

_____

What would be the best day(s)/time(s) for a member of the RtL Team to observe the student having difficulties that you describe above? (Please attach a copy of the student's daily schedule, if available).
Day(s)/Time(s):_____

Documented Interventions Thus Far: (Please check those that apply)

____Speech
____Occupational Therapy
____Physical Therapy
____Counseling
____Other (Explain:_____

____Check-ins/Check-outs
____Parent Communication
____Discipline referrals/Think Sheets
____Small Group Instruction

Tier I Instructional Interventions: Use this chart to list your 1-2 areas of instructional (academic/behavioral/SEL) concern and the consistent strategies used to help meet this student's needs, and the tool you monitored progress with and their progression:

Instructional Concern:	Tier I Instructional Strategy Employed:	Progress Monitoring Tool/Technique:	Progress Report Rating: (Exceptional, Adequate, Inadequate)

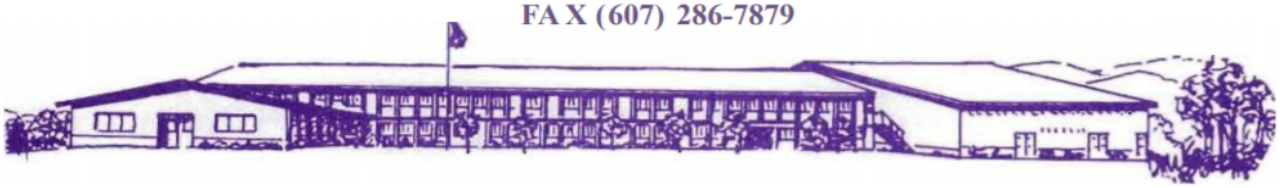
What do you hope to happen as a result of an RtI meeting? _____

_____

APPENDIX G

Milford Central School

PO Box 237 • West Main Street
Milford New York 13807-0237
Telephone (607) 286-3341 or 3349
FAX (607) 286-7879



(Date)

Dear Parent/Guardian of (***Student***),

Milford uses a Response to Intervention (RtI) model as a preventative approach to address academic difficulties in Math and/or Reading. As referenced in our RtI Manual, there are three tiers of intervention in the RtI model. Tier I covers evidence-based instruction for *all* students. However, when students require more individualized intervention and progress monitoring, they may be moved up to (Tier II) or (Tier III). These tiers cover more frequent and targeted interventions and are implemented *in addition to* Tier I.

This letter is to inform you that your child is being moved to ***(Tier II) or (Tier III)*** intervention. Movement to this intervention tier means the following:

- Small group intervention will be delivered by: ***(name of intervention provider)***
- Interventions will occur ***in the classroom or in the Intervention classroom***
- Interventions will last approximately: (all checked will be delivered)
  _____Tier II: 6-12 weeks and will occur a minimum of 20 minutes per day 2-3 days per week
  _____Tier III: 10-40 weeks depending on rate of progress and performance and will occur at least 20 minutes and up to 60 minutes per day 4-5 days per week
- Progress will be monitored using Curriculum Based Measurements, STAR Reading and/or Math, Lexia, and/or additional skill-targeted assessments:
  _____Tier II: 2-4 times a month on the target skill to ensure adequate progress and learning
  _____Tier III: 1-2 times per week on the target skill to ensure adequate progress and learning

If you have any questions or concerns, please contact your child's classroom teacher or interventionist indicated above. If necessary, the RtI team will be available to answer any further questions,including if you request CSE referral information, at Dept_RTI@milfordcentral.org.

Sincerely,
Milford's Response to Intervention Team

APPENDIX H

Meeting Minutes for Note Taker to complete

RtI Team Introductory Script

Welcome to this initial RtI Meeting to discuss concerns about your student.

We have a limited amount of time to meet today and we need to be efficient. We will work together to develop practical ideas to help this student be more successful in school, with the goal of creating an intervention plan.

To help us work efficiently, we will:

- Assess your major concerns about the student
- Identify one or two most important concerns for us to address
- Set specific student goals for improvement with a plan/tool to measure and monitor progress
- Design an intervention plan with strategies to help the student improve
- Determine how to share information with student's parents

Our meeting minutes will document the student's referral concerns and the intervention plan the RtI team develops. These notes may be shared with others who are not here today, including the student's caregivers or other team members. However, we ask that everyone keep our conversations that take place at this meeting confidential.

Are there any questions?

1. ?
2. ?
3. ?

Date of Meeting:	
Student/Grade:	
Referring Teacher:	
Case Manager:	
Meeting Facilitator:	
Note Taker:	
Time-Keeper:	

Step 1: Teacher Introduction of Concerns	Allotted Time: 4 minutes

Review concerns listed on the RtI Referral Form. Behavior concerns should include relevant information about frequency, duration, and intensity of behavior. Academic concerns should have data regarding fluency and accuracy (e.g., CBM) in the area of concern and work completion.

_____

_____

_____

Step 2: Case Manager Review/Summary	Allotted Time: 4 minutes

Case Manager summarizes teacher meeting. Share defined 1-2 concerns that most interfere with student's functioning in the classroom.

_____
_____
_____

Concern 1	Behavioral € Lacks necessary skills € Limited motivation € Seeks attention from adults € Seeks attention from peers € Escapes from work demands or setting € Seeks access to privileges/rewards € Seeks sensory stimulation	Academic € Lacks necessary skills € Limited motivation € Struggling academically in current instructional placement € Needs drill & practice € Other:
Concern 2	Behavioral € Lacks necessary skills € Limited motivation € Seeks attention from adults € Seeks attention from peers € Escapes from work demands or setting € Seeks access to privileges/rewards € Seeks sensory stimulation	Academic € Lacks necessary skills € Limited motivation € Struggling academically in current instructional placement € Needs drill & practice € Other:

Step 3: Review Background/Baseline Data **Allotted Time: 10 minutes**

Review any background or baseline information collected on student (e.g., attendance/disciplinary records, grades, CBM data, daily behavior report card ratings, direct observation).

_____
_____
_____
_____
_____
_____
_____

_____

_____

Step 4: Set Outcome Goals & Methods for Progress Monitoring Allotted Time: 10 minutes

Determine details for each intervention goal (max of two).

Intervention Goal 1	Intervention Goal 2
1. Concern 1 (from Step 2)	Concern 2 (from Step 2)
2. What are the conditions under which the concern typically appears?	What are the conditions under which the concern typically appears?
3. Is this concern expected to be _____increased _____decreased	Is this concern expected to be: _____increased _____decreased
4. What are the conditions which would describe the desired behavior (versus problem behavior)?	What are the conditions which would describe the desired behavior (versus problem behavior)?
5. What intervention(s) will be used to address this concern?	What intervention will be used to address this concern?
6. What is the level of proficiency that the student is expected to achieve?	What is the level of proficiency that the student is expected to achieve?
7. What measure(s) will be used to monitor student progress? (i.e., assessment)	What measure(s) will be used to monitor student progress? (i.e., assessment)
8. How frequently will this student goal be monitored? (e.g., daily/weekly)	How frequently will this student goal be monitored? (e.g., daily/weekly)

9. Who is responsible for monitoring this goal?	Who is responsible for monitoring this goal?
10. Who is responsible for the direct instruction or intervention of this goal?	Who is responsible for the direct instruction or intervention of this goal?
11. What is the target date to achieve this goal?	What is the target date to achieve this goal?
Goal Statement 1 By the target date of _____, when _____, the student will increase/decrease the behavior _____ to achieve the goal of _____.	**Goal Statement 2** By the target date of _____, when _____, the student will increase/decrease the behavior _____ to achieve the goal of _____.

Step 5: Design Intervention Plan Allotted Time: 15 minutes

Describe any preparation required for this intervention (creation/purchase/distribution of materials, staff training, etc.). Describe steps of the intervention in enough detail so the procedures are clear to all who must implement them.

Step 6: Intervention Follow-Up	Allotted Time: 2 minutes

Describe intervention length and decide date for next meeting to review updated data.

APPENDIX I

How To: Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction	
Instructional Element	**Notes**
□ **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
□ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
□ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
□ **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	**Notes**
□ **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	

□ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
□ **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
□ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
□ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
□ **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

□ **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).	
□ **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).	
□ **Brisk Rate of Instruction**. The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).	

□ **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).	

3. Give Timely Performance Feedback	
Instructional Element	**Notes**
□ **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).	
□ **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).	

4. Provide Opportunities for Review & Practice	
Instructional Element	**Notes**
□ **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).	
□ **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).	

□ **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).	
□ **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).	

APPENDIX J

Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on special education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for _____, which indicate that the student:
   __ has a learning disability requiring special education services.
   __ does not have a learning disability.

2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:

3. 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 section 200.4(b) and (c), consider:

   __ 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

   __ 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.

6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:
   __ the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving;
   AND
   __ the student either 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);
   OR
   __ 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 section 200.4(b).

AND

__ the student's learning difficulties are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

__ The following instructional strategies were used and student-centered data was collected:

AND

__ Document how parents were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation for special education programs and/or services.

8. CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
CSE Chairperson			
Parent of Student			
Regular Education Teacher			
Special Education Teacher			
School Psychologist			
Parent Member			
Others: Specify			

Date: _____