K-8 Multi-Tiered System of Supports

Response to Intervention

Social-Emotional Learning

Kingston City School District Multi-Tiered System of Supports
Response to Intervention Plan

Vision
Vision Excellence in Everything **Mission** We Inspire. We Educate. We Graduate. All Students, All of the Time.

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

RtI Team Members:

Name	Title/Position	District Office or School Building
Ky Lynne Batista	Special Education Teacher	Myer Elementary School
Beth Bonville	Assistant Superintendent for Secondary Education	District Office
Amanda Campbell	School Social Worker	Edson Elementary School
Michael Circe	Literacy Coach	Myer Elementary School
Jana Conti	Assistant Director, Humanities	District Office
Tanya Daw	Kindergarten Teacher	Edson Elementary School
Beth Lewis-Jackson	Director, Special Education	District Office
Stacia Felicello	Assistant Superintendent for Elementary Education	District Office
Jennifer Gribbin	Assistant Director, Math, Science & Technology	District Office
Kim Terwilliger	Assistant Director, Special Education	District Office
Marin Malgieri	Math Coach	M.C. Miller & J. Watson Bailey Middle Schools
Brian Martin	Principal	Edson Elementary School
Alissa Oliveto	Director, Teaching and Learning, K-12	District Office
Laura Sagan	Assistant Director, Humanities	District Office
Mary Slattery	Reading Teacher	Edson/GW Elementary School

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Jessica Sunshine	Grade 1 Teacher	Crosby Elementary School
Gary Tomczyk	Chief Information Officer	District Office
Bonnie VanKleek	Special Education Teacher	Chambers Elementary School
John Voerg	Deputy Superintendent for Teaching and Learning	District Office

The Kingston School District has continually evaluated and revised the initial Response to Intervention plan created by the original RtI Team (noted above).

As the RTI model has evolved within the District, additional team members were charged with revising the Response to Intervention plan to include Multi-Tiered System of Supports which ensure continued consistency with the District's Comprehensive District Education Plan, New York State Standards, and the Commissioners Regulations.

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

The team acknowledges the use of materials and guidance provided by the New York State
 Response to Intervention Technical Assistance Center at the website: http://www.nysRtI.org/

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SECTION 1: INTRODUCTION RTI to MTSS

Response to Intervention (RTI) is the practice of providing high quality instruction/intervention matched to student needs who present with substandard academic and/or behavioral performance. This problem-solving process is used to develop effective interventions using learning rate over time and performance levels to make educational decisions. The overall purpose of RTI, and now MTSS at Kingston City School District is to ensure continued consistency with The District's Comprehensive District Education Plan as well as the Commissioners Regulations. MTSS supports the continued use of research-based instructional and behavioral practices and data driven/informed instruction to improve learning for all students.

MTSS Defined
A Multi-Tiered System of Supports (MTSS) is a framework to ensure successful education outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction/intervention supports matched to student need in alignment with educational standards. Its purpose it to accelerate the performance of all students to achieve and/or exceed proficiency.

Response to Intervention Defined
Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, schools can use data to identify students at risk for poor learning and behavioral outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, as well as identify students with learning disabilities. (NCRTI 2010).

Legislative Background
In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RTI policy and procedures for students in grades K -4 in the area of literacy by the 2012-2013 school year. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RTI process to determine a student's response to research-based intervention.
Minimum Requirements. The Regents policy framework for RTI:

1. Defines RTI to minimally include:

• **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. Instruction in writing refers to the six plus one traits of writing: ideas, voice, presentation, conventions, organization, sentence fluency.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards

- **The application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services or a program review.

- **Written notification to the parents/guardians** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information 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
  - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:
   - criteria for determining the levels of intervention to be provided to students,
   - types of interventions,
   - amount and nature of student performance data to be collected, and
   - manner and frequency for progress monitoring.
   [8 NYCRR section 100.2(ii)

3. Requires each school district implementing an RTI program to take appropriate steps to ensure that staff has 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 model.

[8 NYCRR section 100.2(ii)]

4.Authorizes the use of RTI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012, that all school districts have an RTT program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading**. "*Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.*"

[8 NYCRR section 200.4(j)]

In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in English Language Arts and Mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students whose performance falls below proficiency must be monitored periodically through screenings and on-going assessments of the students' English Language Arts and mathematics abilities and skills.

- **If the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.

- School districts must provide written notification to parents/guardians when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

While similarities are noted between RTI and MTSS, MTSS is the overreaching, problem-solving systems approach that includes a broader integrated approach (academic, behavior, social/emotional and data), not only academic.

Special Education, MTSS and RTI

The RTI plan and corresponding services are structured to address the needs of all students, inclusive of those identified by the Committee on Special Education. Students with IEPs are not in a specific tier by the virtue of being classified. Their IEP goals and defined instruction are their core program and must be delivered as prescribed. If a classified student is experiencing difficulties in areas outside of those addressed in the IEP, an RTT Support Team (RST) review should take place to see if the student is eligible for services in the new area(s) of concern (academic, behavioral and/or social emotional). A school psychologist should be part of team making the determination as to if additional support services/interventions or a special education program review is the appropriate pathway.

ELL students, MTSS and RTI

ENL instruction by a certified ENL teacher is mandated based on the student's English language proficiency level and is part of the student's core instructional program. Limited English Proficient students are also entitled to receive MTSS services. As with all other students, Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic, behavioral, or social-emotional support. In identifying the need for RTI services, staff should consider:

- Demonstration of age-appropriate skills in native language
- Impact of background knowledge (or lack of) connected to learning experiences
- Opportunities to demonstrate understanding in a variety of ways
- Activities reflecting the specific English proficiency levels of ELLs in the classroom
- Learning of academic vocabulary and key terms, words, idioms, and phrases
- Length of time student has been immersed in an English language environment

An RTI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

SECTION 2: RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RTI serves as a part of multi-tiered MTSS prevention framework/model with increasing levels or tiers of instructional support for reading, math, behavior and social emotional learning. Within the Kingston City School District, a 3-tiered model is used. The graphic presented below provides a visual illustration of the district's vision for MTSS
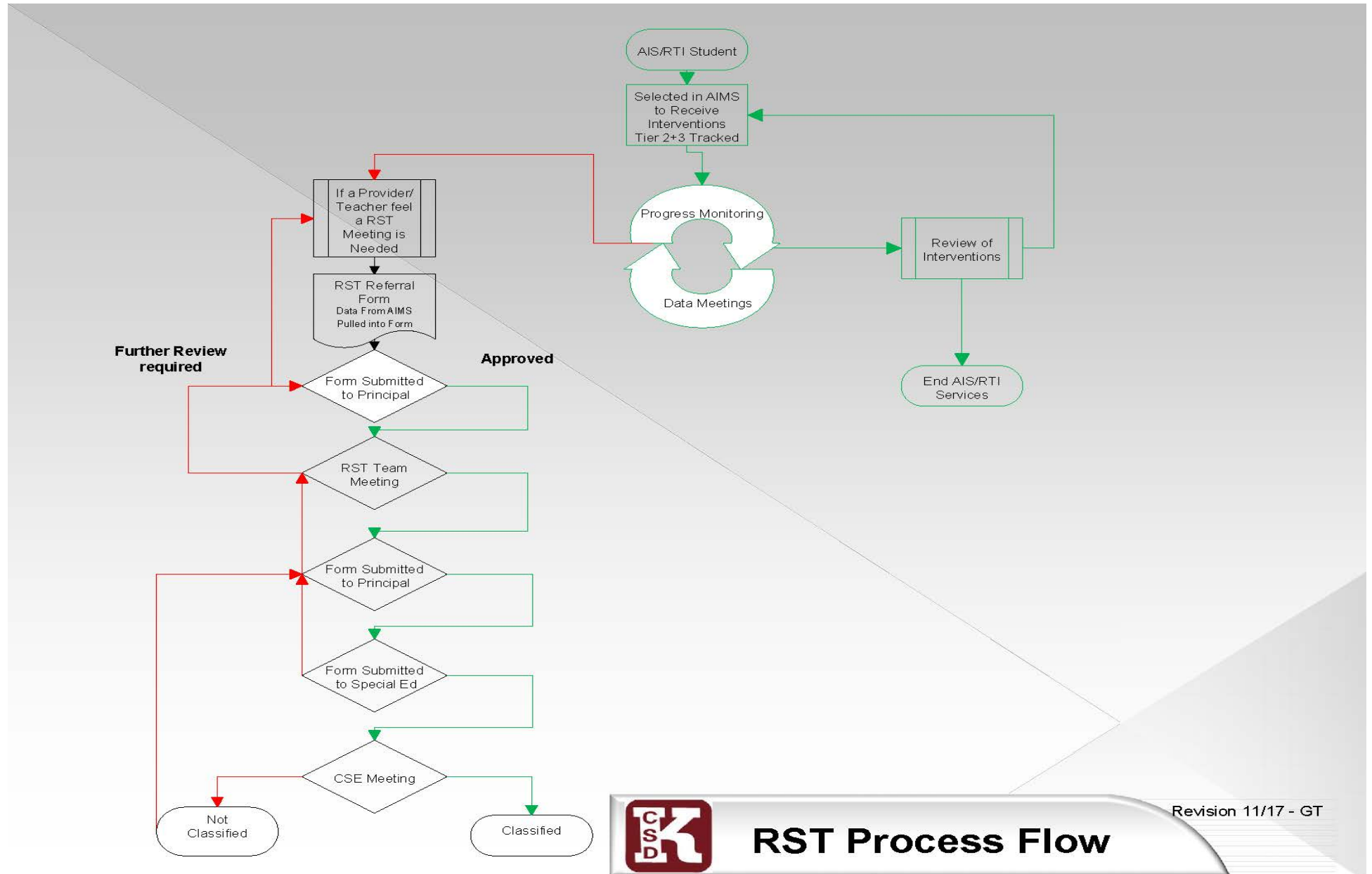
RST Process Flow

Revision 11/17 - GT

Updated 2/23

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The Kingston City School District's three (3) tier model recognizes the importance of providing instruction to students within the traditional classroom using effective research-based strategies and quality material to implement the NYS Standards. In supporting the MTSS model, the KCSD recognizes that academic skills and academic behaviors are identified for ALL students (skill integration). Data needs to be presented in way that reflects the relationship between academic skills and academic behaviors

All students will participate in periodic formative and summative common assessments designed to drive instruction. These assessments will serve as a piece of the multiple measures used in identifying performance range indicators for students requiring more targeted interventions. Movement between tiers is based upon multiple measures, data review, progress monitoring and performance range indicators on these assessments. Tiered Interventions will be no less than eight weeks to twelve weeks and progress monitoring will be utilized to identify growth.

All students will receive Tier One instruction from highly qualified faculty who will deliver curriculum mirroring the NYS Standards using effective materials. Faculty members will participate in quality professional development to foster the development of skills required to master content and progress to higher levels of achievement. When available, Instructional Coaches will provide academic assistance and pedagogical support in order to refine instructional strategies in the classroom. Students will be regularly monitored, and instruction/support adjusted accordingly in this tier. 80-90% of students should be successful with only Tier 1 instruction.

Tier two (2) will target students who are not achieving proficiency within the traditional classroom setting. Approximately 5-15% of students may be in this tier. Intervention at this level will occur utilizing small group or individual instruction to afford the student closer contact with the instructor and focus on skills, not curriculum.
Additionally, augmented materials and instructional techniques will be used. As in all tiers, students will continue to be regularly monitored through progress monitoring and have their intervention/support adjusted accordingly.

Tier three (3) will target students who are not achieving proficiency with the support provided in tier two with a goal of 1-5% or fewer students in this tier. Intervention will involve either push-in or pull-out services provided by a specialist/special educator. Educational intervention will be provided either in individual or in small group settings. Again, skill weakness becomes the focus. As in all tiers, students will continue to be regularly monitored through progress monitoring and have their intervention/support adjusted accordingly.

SECTION 3: ASSESSMENT WITHIN an MTSS FRAMEWORK

An MTSS framework uses a variety of assessments to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes.

Assessment

Assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. The goal of assessment is to make improvements.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for all students 3x/year for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. The KCSD uses a screening for both academic and social emotional learning.

Additional Assessment: Diagnostic

Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

Tier Placement at Start of Year

Based on the results from the previous school year and in accordance with the RTI performance range indicators, students will be identified for Tier 2 and Tier 3 services in August/September. The principal will determine the team for this identification process. Services for these students will begin in September. Students not identified to receive these services in September, but experiencing difficulties, must go through the RST process during the school year which includes specific data review and root cause analysis.

Middle Schools will receive a list of 5th grade students entering in September who require Tier 3 supports from the Office of Teaching and Learning. 5th grade students who are not on this list should not be enrolled in Tier 3 services.

Specialists providing the Tier 3 services will be responsible for parental notification (see section that follows), quarterly reporting, and entrance/exit letters (via AIMS). The specialists will generally not provide direct instruction to Tier 2 students. However, they will collaborate with classroom teachers in identifying students and interventions. The classroom teacher, or Principal designee, will be responsible for parental notification of Tier 2 students.

Considerations for Screening for English as a New Language Students: For students identified as LEP/ENL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as his/her linguistic proficiency (in both English and the native language). Prior to making decisions about a student's reading fluency, KCSD teachers will consider the relationship between the student's language proficiency and his/her literacy skills. In the case of LEP/ENL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second language. The NYSESLAT Performance Level Indicators should be utilized as a reference.

Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan- Thompson and Ortiz (2009) note that 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 the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ENL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving ENL services; this result may have been due to language proficiency and vocabulary differences.

Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals (NCRTI, 2010).

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments or probes 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 interventions 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.

The Kingston City School District uses the assessments indicated in the Program Charts (Section 8) as one of the multiple measures to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The Program Charts provide performance range indicators to guide entry and exit determinations. Progress monitoring procedures are in alignment with identified skill specific goals, probing procedures, and conducted at least every 2 weeks in support of examining rate of progress with a given intervention.

According to the NYS Guidance Document for Provision of RTI, progress monitoring for Tier 2 is recommended bi-weekly (once every two weeks) and progress monitoring for Tier 3 is recommended weekly.

DATA-BASED DECISION MAKING

A key component of an MTSS framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Common assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an MTSS framework two major decisions need to be made relative to student performance:

1. Which students may be at-risk for not achieving academic, behavioral and/or social emotional proficiency?

2. How well are the students who receive an intervention responding to researched based, explicit tiered instruction/intervention?

Within these decisions a consideration needs to be made on how the interaction between the curriculum, instruction, learners and learning environment can be altered so students will learn.

Determining Initial Risk Status

To determine which students may be at-risk, the Kingston City School District uses multiple data sources including curriculum-based measures, formative and summative assessment, universal screenings and behavioral observations.

Determining Student Response to Intervention

The RTI Support Team (RST) is responsible, at times, for determining if a student who is receiving explicit, targeted instruction or intervention is making progress. The Kingston City School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time.

SECTION 4: Roles and Responsibilities of School Staff in the MTSS Model

Roles of the **School Principals:**
- Provide leadership for, per regulation, the provision of RTI services as articulated in the District's RTI plan and MTSS model
- Request the assistance of and collaborate with all district/building resources regarding the RTI program, when necessary.
- Schedule a beginning of the year faculty meeting for an RTI program presentation.
- Identify the RTI Support Team (RST) and collaborate with them to schedule meetings to support students entering Tiers 3; at the principal's discretion.
- Ensure appropriate communication with parents as required by regulation and articulated in the District's RTI plan.
- Collaborate with RTI Support Team (RST) facilitator.

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

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

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

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

Roles of the **Speech Pathologists/School Counselors/School Psychologists/Social Workers/BOCES Behavior Support Team:**
- Collaborate with the building Principal, or designee, for scheduling and attending of RST meetings.
- Act as a support/resource for staff for strategies, differentiation, social-emotional learning, behavior and goal writing,
- Obtain parent permission for any necessary screenings or assessments (i.e. vision, hearing, etc.);
- Provide screenings or assessments for students making limited progress as requested by the RTI Support Team (RST) (i.e. CELF screenings, etc.).
- Provide appropriate RTI services as indicated by screening/assessment results as allowed.

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

Roles of the **Instructional Coaches (Grades 5-8)/Assistant Directors**
- Provide ongoing support for the implementation of the District's Literacy/Math program, including the implementation of RtI.
- Provide job-embedded professional development for the implementation of all assessments and the universal screening for RtI and support the classroom teacher in identifying and providing support to Tier 1 and 2 students.
- Support the classroom teachers with the Tier 1 and Tier 2 intervention process by modeling best practices and providing resources and strategies for differentiated instruction. Some examples of ways in which intervention strategies may be addressed are CPT meetings, grade level meetings, individual teacher conferencing, etc.
- Provide support to the classroom teacher to design and deliver small group specifically targeted interventions for Tier 2 and Tier 3 students to address deficit skills in reading, writing, and math. Tier 2 interventions shall take place in the classroom whenever possible as to provide more support for teacher and more intensive instruction for identified students.

SECTION 5: RTI and SOCIAL/EMOTIONAL SUPPORT=MTSS

KSCD has adopted a comprehensive school-wide system of positive behavioral intervention supports (**PBIS**) which reflects a systems approach to discipline that emphasizes prevention and data-based decision making to both reduce problem behavior and improve academic performance.

PBIS is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. It builds a culture of care and gives depth to the RTI process. PBIS offers a range of research-based interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to development and improvement of behavior problems. Data is collected and used to make decisions regarding interventions. Disciplinary referrals (screening), time of day, intensity, frequency and duration of behavior and progress monitoring are all types of data used to inform interventions.

PBIS uses differentiated instruction and aligns with the tiered intervention process (RTI) for academics. Embedded into the multi-tier system to support social/emotional and behavioral learning is the practice of Restorative Justice.   Restorative Justice is essentially Restorative Practices that focus on repairing relationships when harm is done and emphasizes accountability and obligations. Restorative Practice has a heavy focus on building relationships. It involves daily conversations, team building and looking at punishment through a different lens. It shifts the focus from punishment to learning.

Tier 1 is considered universal instruction– teaching appropriate behavior to all students. The focus is to label and teach appropriate behaviors and actions. This instruction should assist students in developing self-management, self-awareness, social awareness, relationship skills and responsible decision making. When applying Restorative Practices at this Tier, it also includes building relationships, culture and community. Appropriate behaviors and actions are recognized, praised and reinforced in this Tier. It consists of expectations and routines. It is a school-wide proactive system of change by using common language, common practices and consistent application of positive and negative reinforcement.

Tier 2 is targeted support for some students (approximately 5-15% of students) to address appropriate behavior. A Behavior Education Program may be implemented with these students. The intent is to provide targeted feedback at predetermined times in order to prevent further future problem behavior. A protocol for this process is a part of the District PBIS program (check-in; check-out). With the application of Restorative Practices, it may include Restorative Circles, Mini-conferences and Conflict Resolution.

Tier 3 is individualized, targeted intervention. Its focus involves a process of identifying and providing highly individualized supports. It includes intensive evidenced based interventions such as function-based behavioral interventions. These assessment-based intervention strategies include instruction for the student to use new skills as a replacement for problem behaviors, a rearrangement of the environment so problems can be prevented, desirable behaviors can be encouraged and procedures for monitoring, evaluating and reassessing the plan can be established. The goal is to diminish the frequency and intensity of problem behaviors. With the principals of Restorative Practice embedded, a formal conference between the parties involved in an incident/inappropriate behavior may occur with the support of a skilled facilitator. Both parties need to agree to the conference. A restorative agreement is created with a focus to heal the harm and make things right. A follow-up restorative conference is held.

The integration of MTSS for both academic and social emotional learning supports efforts to accelerate the performance of all students to achieve or exceed proficiency, graduate, move on to higher education and/or ready them for careers.
For resources and interventions please see www.pbisworld.com

SECTION 6: PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a 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 Kingston City School District recognizes the importance of an integrated approach for interventions designed to improve student performance. To this end the committee recognizes the importance of the integration of ***NYS Standards, Data Driven Instruction, and a problem-solving process*** delivered through a multi-tiered system ***(MTSS).***   RTI components can and should be woven into NYS Standards' training by answering the questions: what to do when individual students encounter significant challenges in mastering the skills being taught and how should the interaction of the curriculum, instruction, learners and learning environment be altered so students will learn?

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

SECTION 7: PARENT/GUARDIAN NOTIFICATION

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

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

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

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

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

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

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

Section 8:
Kingston City School District Response to Intervention Plan
RTI Determination and Programs K-4

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

Grade K- RTI Determination				
	Tier 2		Tier 3	
Measure				
Letter ID	Q1: 2-4/52		Q1: 0-1/52	
	Q2: 5-9/52		Q2: <5/52	
	Q3: 20-29/52		Q3:<19/52	
	Q4: 35-39/52		Q4: <34/52	
Letter Sound ID	Q1: N/A		Q1: N/A	
	Q2: 1-3/30		Q2: 0/30	
	Q3: 5-9/30		Q3: 0-4/30	
	Q4: 10-14/30		Q4: 0-9/30	
Sight Words	Q1: N/A		Q1: N/A	
	Q2: 1-4/41		Q2: 0/41	
	Q3: 11-14/41		Q3: 0-10/41	
	Q4: 10-14/ 41		Q4: 0-18/41	
Reading Assessment (NSGRA) Independent Levels	Q1: N/A		Q1: N/A	
	Q2: A		Q2: N/A	
	Q3: B		Q3: N/A	
	Q4: C		Q4: <C	
STAR Early Literacy	Late Emergent Readers **(Please note – these will be adjusted after each STAR administration)**		Early Emergent Readers **(Please note – these will be adjusted after each STAR administration)**	
Writing Assessment	Fall: 2	Winter: 6+	Fall: 0-1	Winter: 4-5
	Winter: 4-5	Spring: 12+	Winter: 0-3	Spring: 6-11
	Spring: 6-11		Spring: 0-5	
Math Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-2	Rubric Score 1+

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

Grade 1- RTI Determination				
	Tier 2		Tier 3	
Measure				
Reading Assessment (NSGRA) Independent Levels	Q1: C		Q1: ≤ C	
	Q2: E		Q2: ≤ E	
	Q3: G		Q3: ≤ G	
	Q4: I		Q4: ≤ I	
STAR Early Literacy	Late Emergent Readers **(Please note – these will be adjusted after each STAR administration)**		Early Emergent Readers **(Please note – these will be adjusted after each STAR administration)**	
STAR Reading	12th–18th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-11th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Writing Assessment	Fall: 5-7	Winter: 8+	Fall: 0-4	Winter: 6-7
	Winter: 6-7	Spring: 10+	Winter: 0-5	Spring: 6-9
	Spring: 6-9		Spring: 0-5	
Math Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-2	Rubric Score 1+

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

Grade 2- RTI Determination				
	Tier 2		Tier 3	
Measure				
Reading Assessment (NSGRA) Independent Levels	Q1: I		Q1: ≤ I	
	Q2: J		Q2: ≤ J	
	Q3: K		Q3: ≤ K	
	Q4: L		Q4: ≤ L	
STAR Reading	12th–18th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-11th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Writing Assessment	Fall: 5-7	Winter: 9+	Fall: 0-4	Winter: 7-8
	Winter: 7-8	Spring: 11+	Winter: 0-6	Spring: 9-10
	Spring: 9-10		Spring: 0-8	
Math Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-2	Rubric Score 1+

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

Grade 3- RTI Determination				
	Tier 2		Tier 3	
Measure				
Reading Assessment (NSGRA) Independent Levels	Q1: L		Q1: ≤ L	
	Q2: M		Q2: ≤ M	
	Q3: N		Q3: ≤ N	
	Q4: O		Q4: ≤ O	
STAR Reading	12th–18th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-11th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Writing Assessment	Fall: 6-8	Winter: 9+	Fall: 0-5	Winter: 7-8
	Winter: 7-8	Spring: 11+	Winter: 0-6	Spring: 9-10
	Spring: 9-10		Spring: 0-8	
Math Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-2	Rubric Score 1+

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

Grade 4- RTI Determination				
	Tier 2		Tier 3	
Measure				
Reading Assessment (NSGRA) Independent Levels	Q1: O		Q1: ≤ O	
	Q2: P		Q2: ≤ P	
	Q3: Q		Q3: ≤ Q	
	Q4: R		Q4: ≤ R	
STAR Reading	12th–18th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-11th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Writing Assessment	Fall: 6-8	Winter: 9+	Fall: 0-5	Winter: 7-8
	Winter: 7-8	Spring: 10+	Winter: 0-6	Spring: 8-9
	Spring: 8-9		Spring: 0-7	
Math Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-2	Rubric Score 1+
NYS Grade 3 ELA Assessment	Scaled Score 583-601 (Exit would be Grade 4 Result)		Scaled Score <583 (Exit would be Grade 4 Result)	
NYS Grade 3 Math Assessment	Scaled Score 587-599 (Exit would be Grade 4 Result)		Scaled Score <587 (Exit would be Grade 4 Result)	

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

Grade 5- RTI Determination				
	Tier 2		Tier 3	
Measure	Entry (beginning of qt.)	Exit (end of qt.)	Entry (beginning of qt.)	Exit (end of qt.)
STAR Reading	8th–15th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-7th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Locally Developed Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-2	Rubric Score 1+
NYS Grade 4 ELA Assessment	Scaled Score 584-602 (Exit would be Grade 5 Result)		Scaled Score <584 (Exit would be Grade 5 Result)	
NYS Grade 4 Math Assessment	Scaled Score 588-601 (Exit would be Grade 5 Result)		Scaled Score <588 (Exit would be Grade 5 Result)	

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

Grade 6- RTI Determination				
	Tier 2		Tier 3	
Measure	Entry (beginning of qt.)	Exit (end of qt.)	Entry (beginning of qt.)	Exit (end of qt.)
STAR Reading	8th–15th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-7th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Locally Developed Assessment	Rubric Score 1-2	Rubric Score 2+	Rubric Score 0-1	Rubric Score 1 +
NYS Grade 5 ELA Assessment	Scaled Score 594-608 (Exit would be Grade 6 Result)		Scaled Score <594 (Exit would be Grade 6 Result)	
NYS Grade 5 Math Assessment	Scaled Score 592-603 (Exit would be Grade 6 Result)		Scaled Score <592 (Exit would be Grade 6 Result)	

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

Grade 7- RTI Determination				
	Tier 2		Tier 3	
Measure	Entry (beginning of qt.)	Exit (end of qt.)	Entry (beginning of qt.)	Exit (end of qt.)
STAR Reading	8th–15th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-7th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Locally Developed Assessment	60%-70% on final assessment from Grade 6 and/or locally developed assessments for Grade 7	Sustained performance of 70%+ for 10 weeks on locally developed assessments to move to Tier 1	Below 60% on final assessment from Grade 6 and/or locally developed assessments for Grade 7	Sustained performance of 60%+ for 10 weeks on locally developed assessments to move to Tier 2
Kingston Math Assessment	60%-70% on final assessment from Grade 6 and/or locally developed assessments for Grade 7	Sustained performance of 70%+ for 10 weeks on locally developed assessments to move to Tier 1	Below 60% on final assessment from Grade 6 and/or locally developed assessments for Grade 7	Sustained performance of 60%+ for 10 weeks on locally developed assessments to move to Tier 2
NYS Grade 6 ELA Assessment	Scaled Score 590-601 (Exit would be Grade 7 Result)		Scaled Score <590 (Exit would be Grade 7 Result)	
NYS Grade 6 Math Assessment	Scaled Score 592-603 (Exit would be Grade 7 Result)		Scaled Score <592 (Exit would be Grade 7 Result)	

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

Grade 8- RTI Determination				
	Tier 2		**Tier 3**	
Measure	Entry (beginning of qt.)	Exit (end of qt.)	Entry (beginning of qt.)	Exit (end of qt.)
STAR Reading	8th–15th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-7th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
STAR Math	7th-13th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**		1-6th percentile rank (PR) **(Please note – these will be adjusted after each STAR administration)**	
Locally Developed Assessment	60%-70% on final assessment from Grade 7 and/or locally developed assessments for Grade 8	Sustained performance of 70%+ for 10 weeks on locally developed assessments to move to Tier 1	Below 60% on final assessment from Grade 7 and/or locally developed assessments for Grade 8	Sustained performance of 60%+ for 10 weeks on locally developed assessments to move to Tier 2
Kingston Math Assessment	60%-70% on final assessment from Grade 7 and/or locally developed assessments for Grade 8	Sustained performance of 70%+ for 10 weeks on locally developed assessments to move to Tier 1	Below 60% on final assessment from Grade 7 and/or locally developed assessments for Grade 8	Sustained performance of 60%+ for 10 weeks on locally developed assessments to move to Tier 2
NYS Grade 7 ELA Assessment	Scaled Score 591-606 (Exit would be Grade 8 Result)		Scaled Score <591 (Exit would be Grade 8 Result)	
NYS Grade 7 Math Assessment	Scaled Score 593-605 (Exit would be Grade 8 Result)		Scaled Score <593 (Exit would be Grade 8 Result)	

SECTION 9: REFERENCES

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Response to Intervention: A Multi-Tiered System of Supports – NYS-RTI TAC   http://www.nysrti.org

SECTION 10: TEACHER RESOURCES

RTI Toolkit

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

RTI Toolkit (sharepoint.com)