Canton Public Schools
Scientific Research-Based Intervention (SRBI) Plan
Response to Intervention (RtI) Plan

Three Tiered Model of School Supports

### Academic Systems

**Tier 3: Intensive, Individual Interventions**
- Individual students
- Assessment-based
- High intensity
- Of longer duration

**Tier 2: Targeted Group Interventions**
- Some students (at-risk)
- Assessment-based
- High efficiency
- Rapid response

**Tier 1: Universal Interventions**
- All students
- Assessment-based
- Preventive, proactive

### Behavioral Systems

**Tier 3: Intensive, Individual Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier 2: Targeted Group Interventions**
- Some students (at-risk)
- Assessment-based
- High efficiency
- Rapid response

**Tier 1: Universal Interventions**
- All settings, all students
- Assessment-based
- Preventive, proactive

*The implementation of Tier I universal interventions continue for Tier II and Tier III students.*

Revised 11/15/11
## Canton Public Schools SRBI Plan

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Foreword

This document provides readers with an introduction to Response to Intervention (RtI) or Scientific Research-Based Interventions (SRBI) from both the national and local perspective. It explains the definition and purpose of this service delivery system and describes its prerequisites as well as the components (three tiers) and possible strategies that the Canton Public Schools will use for each aspect of the SRBI process.

We wrote this document to increase our common understanding of RtI/SRBI, describe our implementation plan, and support our collaborative use of this system. We welcome feedback from all members of the Canton education community.
Scientific Research-Based Interventions (SRBI) Overview

Schools across the nation have steadily raised their academic expectations in recent years. While most students are able to meet these higher learning standards, some children struggle with the demands of school and begin to fall behind their peers in academics or show behavior problems. There are many possible reasons why students experience school difficulties.

To better accommodate the learning needs of all students, Canton Public Schools and the State of Connecticut, as well as federal law (the federal law is referred to as Response to Intervention, or RtI), have adopted an approach called Scientific Research-Based Interventions, or SRBI. SRBI encompasses a flexible problem-solving model in which schools provide timely assistance to students and match that help to each learner’s level of need.

Throughout the school year, all students are given several universal assessments. These assessments help us monitor growth as well as target those students that are in need of intervention. As a team, we take the information from the assessment data, as well as teacher recommendations and past performance history, to determine children’s need for supportive reading, writing, and/or math instruction. The amount of time and the intensity of support given depend on each student’s individual learning needs.

School interventions are organized into three levels or Tiers. Students with emerging difficulties in school are first given Tier I, Universal Support. If that help is not sufficient, they are next provided with Tier II, Individualized Assistance. Students with significant school delays who do not ‘respond’ to Tier I and Tier II interventions receive Tier III, Intensive Supports.

Tier I Supports: Universal, or Tier I, supports are those academic and behavioral strategies that all teachers routinely use at the first sign that a student is struggling. Examples include changing the method of instruction, providing additional individual help, or checking homework daily.

Tier II Supports: If the student does not meet district-established performance criteria despite classroom supports, the teacher will refer the student to the school’s Student Intervention Team (SIT). The SIT team discusses the teacher’s concerns and will develop an intervention plan to help the student in the area of concern. Parents are to be contacted and alerted once a student reaches this level, if the teacher has not already contacted them regarding the concern. If the team feels it is necessary, parents may be invited to this meeting.

While the intervention plan is in action, the student’s performance is monitored to determine if the student is making satisfactory progress. If so, the intervention continues until the next meeting date (typically every 8 weeks). If not, a new meeting may be scheduled and the intervention may change.
**Tier III Supports:** If it is found that a student fails to progress at the expected rate, the SIT team may determine that the student needs more intensive interventions, such as a smaller group or longer duration. These interventions are more closely monitored, and if the student continues to struggle, the SIT team may call in additional educational specialists or refer a student for a special education evaluation.

SRBI is a federal and state initiative, and is mandatory for all schools to include in their regular education practices. Therefore, parents are to be alerted throughout the process, but do not have to consent to the process. This is part of our regular education curriculum. Parents still have the right to request a special education evaluation at any point; however, they should be aware that a PPT team may require additional interventions take place prior to an evaluation.

To review the State Department of Education’s plan for SRBI, please visit: [http://www.sde.ct.gov/sde/pdf/pressroom/SRBI_full.pdf](http://www.sde.ct.gov/sde/pdf/pressroom/SRBI_full.pdf)

The **major features** of SRBI:

- Consistent common core curriculum
- Common language and forms
- Common curricular assessments
- Benchmarks clearly defined
- Intervention Team formed at each building
- Intervention plans developed
- Progress monitored at regular intervals
- An electronic database designed to help monitor student response to intervention and chart growth or lack of growth

The **advantages** of SRBI:

- Students who are not meeting grade level benchmarks will be identified through analysis of assessment data
- Students will be regularly assessed to determine progress against an expected rate of growth
- Intervention plans will be developed to address areas of weakness
- The needs of all students will be addressed
<table>
<thead>
<tr>
<th>Tier</th>
<th>Setting</th>
<th>Interventionist</th>
<th>Students</th>
<th>Instruction</th>
<th>Assessments/ Data Collection</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>Regular Classroom</td>
<td>• General Education Teacher&lt;br&gt;• School-based Teams (grade-level, content area, interdisciplinary)</td>
<td>All Students</td>
<td>• Research-based Instruction&lt;br&gt;• Core classroom curriculum for all students&lt;br&gt;• Variety of grouping formats&lt;br&gt;• Differentiation</td>
<td>• Ongoing classroom assessments&lt;br&gt;• Universal screening assessments&lt;br&gt;• Observations by teachers, psychologist, counselors and others</td>
<td>Throughout the school year, based on student needs and goals</td>
</tr>
<tr>
<td>Tier II</td>
<td>Regular classroom and/or support service environment</td>
<td>• General Education Teacher&lt;br&gt;• Support Personnel (i.e. special education personnel, speech and language pathologist, remedial reading or math teacher, ELL and other tutors, school psychologist, social worker, school counselor)</td>
<td>Students who did not respond to Tier I interventions and who are not making appropriate progress in response to intervention</td>
<td>• Homogeneous small group (3-5 students)&lt;br&gt;• Supplemental&lt;br&gt;• Targeted</td>
<td>Progress monitoring at least once every two weeks</td>
<td>15-45 additional minutes of support 1-5 times per week&lt;br&gt;• Maximum of 8-20 weeks duration&lt;br&gt;• Review progress every 6-8 weeks, each student has specific exit criteria</td>
</tr>
<tr>
<td>Tier III</td>
<td>Regular classroom and/or support service environment</td>
<td>• General Education Teacher&lt;br&gt;• Support Personnel</td>
<td>Students not responding to Tier I or Tier II interventions and are not making appropriate progress in response to intervention</td>
<td>• Homogeneous small group (1-3 students)&lt;br&gt;• Supplemental&lt;br&gt;• Intensive</td>
<td>Progress monitoring to occur at least weekly</td>
<td>30 additional minutes of support daily&lt;br&gt;• Maximum of 8-20 weeks duration&lt;br&gt;• Review progress every 6-8 weeks, each student has specific exit criteria</td>
</tr>
</tbody>
</table>
Tier I Classroom Intervention

Description: The majority of school-aged students respond successfully to quality core instruction in the general education classroom. However, at times, a teacher may identify a student who is either struggling to learn the core curriculum or having difficulty maintaining appropriate behavior in the general education classroom. In addition, universal assessments may identify students in need of intervention. In Tier I, the classroom teacher implements interventions for the identified students. Generally, these interventions take place in the classroom setting. Tier I interventions are monitored for effectiveness by measuring students’ learning progress on an ongoing basis. If progress monitoring indicates a need for more intense interventions, a Tier II referral may be considered.

We will ensure that all students in Tier I are provided with a high quality core curriculum. We will do this by:

- Having a thorough understanding of content knowledge and child development
- Setting clear learning goals for students focused on content standards and grade level expectations
- Establishing challenging expectations for each student
- Developing and maintaining rapport with all students
- Using research-based instructional strategies
- Providing explicit instruction and modeling
- Integrating technology to support and enhance learning and communication
- Assigning authentic and relevant learning tasks
- Differentiating learning objectives, grouping formats, resources, tasks, teaching strategies, and time allocations based on assessment information
- Offering explicit and timely student feedback
- Using assessment information to modify learning goals, tasks, and instruction
- Sharing assessment data with students
- Reflecting on lesson effectiveness
- Collaborating with colleagues to review student work and common assessment data to identify learner needs linked with a menu of related interventions
- Providing ongoing professional development opportunities to ensure strong instructional skills/classroom management skills

More than 80% of Canton students will meet grade level standards due to high quality core instruction in the general classroom. We will adjust our curriculum and instruction in Tier I if more than 20% of our students are identified through universal assessments as not proficient. We will also monitor and adjust the curriculum and instruction if less than 75% of students score 70% or less on our common assessments. Students who do not respond to core instruction will need to receive additional or modified instruction within the general education setting.
Tier I Implementation Plan

Grade level/content area meetings focused on reviewing student assessment data take place during Child Study and data team meetings. Teams will work together by reviewing universal screening/common assessment results, identify students needing intervention, and develop progress-monitoring tools. Per state mandate, teams meet to discuss students in need of support at least 2 times per month.

**Elementary:** Grade level data teams discuss teacher-identified students and those students identified through universal assessments. Teachers decide on Tier I differentiation and assessments. Tier I instructional strategies are recorded on data team forms.

**Middle:** Interdisciplinary and/or subject area data teams meet to discuss teacher-identified students with any academic or behavioral concerns as well as students identified through common/universal assessments. Teachers decide on Tier I differentiation strategies and assessments/tools. Tier I instructional strategies are recorded on data team forms.

**High:** Subject area data teams meet to discuss teacher-identified students with any academic or behavioral concerns, as well as students identified through common/universal assessments. The regular education teacher works on differentiation strategies with the low performing student and records data/progress on data team forms. Regular education teacher, case manager, and assigned administrator monitor student progress. Regular education teacher refers low performing student to Tier II for consideration if student is not responding to Tier I differentiation.

### Grade Level/Subject Area Data Teams

- **Intervention Phase 1** – collect data at least 3-4 weeks

  - Tier I intervention successful – Continue interventions if student has not reached grade level proficiency.
  - Insufficient progress in Tier I intervention. Data team meeting held with grade level members as needed or individual teacher revises intervention plan. Tier I intervention #2 developed.

- **Intervention Phase 2** – Collect data for 3-4 weeks.

  - Tier I Intervention successful – Continue interventions until student has reached grade level proficiency.
  - If student does not show adequate growth, send to SIT team to consider the need for Tier II Interventions.
Tier II Targeted Intervention

**Description:** Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage (5-15%) of students who do not respond to Tier I interventions. Students who receive Tier II interventions should also continue to receive Tier I instruction and intervention. The interventions are designed to remediate students’ basic academic skills.

Effective Tier II interventions include the use of diagnostic assessments; collaborative planning; highly focused objectives, teaching and learning opportunities; and frequent monitoring of student progress. A team of educators (e.g. school principal or designee, department chair, content area specialists, general educators, special educators, school social worker, counselor, school psychologist) meet to review student data, design interventions, and monitor progress.

We will ensure that all students in Tier II are provided with effective and appropriate interventions. We will do this by:

- A team of educators meet to develop an intervention plan that addresses the learning needs of each identified student in Tier II
- Frequent assessments administered and are linked to target proficiency levels
- Analyzing student assessment data to monitor student progress and to determine the need for additional intervention or a change of intervention

We anticipate that 70% or more of students who receive Tier I and Tier II interventions will demonstrate significant progress toward grade level proficiency. If more than 30% of students in Tier II do not make significant progress toward proficiency, we will modify Tier II interventions before considering the next level.
Tier II Implementation Plan

In all Canton schools, the Student Intervention Team (SIT team) will meet weekly to develop effective Tier II and Tier III intervention plans with related progress monitoring tools.

**Elementary:** SIT teams review Tier I differentiation and identify appropriate Tier II interventions that match individual student needs. The teams select progress monitoring tools, analyze student assessment data, and determine if there is a need for more intense interventions in Tier III.

**Middle:** SIT teams review Tier I differentiation and identify appropriate Tier II interventions that match individual student needs. The teams select progress monitoring tools, analyze student assessment data, and determine if there is a need for more intensive interventions in Tier III.

**High:** The general education teacher fills out a SIT Team Referral Form and submits it to the SIT Team when a student has not responded to Tier I differentiation. The SIT team meets to discuss low performing students. Team members include: administrator, general education teachers, special education personnel, school social worker, guidance counselor and student, if appropriate. The SIT team discusses differentiation strategies that have been tried in Tier I and data that has been collected. The SIT team decides on an academic or behavioral goal for the student. Tier II interventions are discussed and a timeline is established. The SIT team meets in 6-8 weeks to review successes/failure of intervention based on data.

- If intervention is working, student progress is monitored for continued academic growth.
- If intervention is not working, new interventions are discussed, decided upon and implemented.
- Additional data collection is planned and collected.
- If intervention is not working, student is referred to Tier III.

**SIT Team**

Tier II Intervention Phase – Collect data for 6-8 weeks

- Tier II intervention successful – continue intervention until the student reaches grade level proficiency.
- If insufficient progress by student, the SIT team may revise Tier II intervention(s) and repeat process for 6-8 more weeks or develop Tier III interventions.
**Tier III Intense Interventions**

**Description:** Tier III interventions are designed to provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations and continue to fall further behind their peers. More intensive intervention is achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III interventions remain part of the general education system. Furthermore, many students receiving Tier III interventions will continue to require support in all three tiers in order to accelerate progress by the end of the intervention period.

If a student does not show adequate progress, the team will carefully examine why the student is making little or no progress. It is important for the team to review the effectiveness of previous interventions to determine if a different intervention would benefit the learner. Based on these considerations, the team determines whether a referral to special education is necessary.

We will ensure that all students in Tier III are provided with more frequent, individualized interventions. We will do this by:

- Continuing to work with a team of educators to refine the intervention plan that addresses the learning needs of each identified student in Tier III
- Administering more frequent assessments linked to target proficiency levels
- Analyzing student assessment data to monitor student progress and to determine the need for revised interventions or referral to special education
- Involving various support personnel (i.e. special education personnel, speech and language pathologist, reading or math specialist, ESL tutor, school psychologist, social worker, guidance counselor) to provide technical assistance related to diagnosis, research-based strategies, and cognitive processing to help revise the individual learning plan

We anticipate that 95% or more of students who receive Tier I, Tier II and Tier III interventions will demonstrate significant progress toward grade level proficiency/
Tier III Implementation Plan

The same teams that meet to discuss Tier II referrals meet to plan for Tier III learners during regularly scheduled SIT team meetings. Teams develop a Tier III intervention plan that provides more individualized instruction, more frequent student contact, and more frequent progress monitoring. Based on student progress, the team may also discuss the need for a referral to special education.

**Elementary:** The SIT team reviews Tier I and Tier II interventions and progress monitoring results. They develop an individualized and more intensive plan for Tier III interventions, select progress monitoring tools, and analyze effectiveness to determine if a change in the intervention is needed or if a referral to special education is warranted.

**Middle:** The SIT team reviews Tier I and Tier II interventions and progress monitoring results. They refine an individualized and more intensive plan for Tier III interventions, select progress monitoring tools, and analyze effectiveness to determine if a change in the intervention is needed or if a referral to special education is warranted.

**High:** The SIT team meets to discuss low performing students. Interventions that have been tried and data that has been collected are discussed and reviewed. The SIT team decides upon a new goal or continues the existing goal with more intensity and frequency. Possible additional interventions are discussed and recommended. The student’s progress is reviewed and the SIT team determines if the student should be referred to special education.

### SIT Team

**Tier III Intervention Phase**
- Collect data for 6-8 weeks

- **Tier III intervention successful** – continue all three interventions until the student reaches grade level proficiency.

- If insufficient progress by student, the SIT team may revise Tier III intervention(s) and repeat process for 6-8 more weeks or consider referral for special education.
The following pages contain the forms for the Child Study/SIT process.

1. **Strategies Attempted Data Sheet: High School Only**

High School teachers complete this sheet as a part of their Tier I intervention. This is not an exhaustive list of possible strategies to try in the classroom, but should be used as a guide to assist in determining strategies to try with a student/group. Teachers are to complete the beginning and ending target date (3-4 weeks after the beginning date) and save student work samples as part of their data collection for each desired outcome.

This form is saved in the Shared Folder.

2. **CST/SIT Form**

K-8 Teachers complete steps 1 and 2 of this form when they have a concern about a student and decide to bring the student to their grade level child study (CST) meeting. At the grade level CST meeting, the team collaboratively completes steps 3-5 of the form, deciding on strategies to try with the student in question and develops a general goal for the student.

High School Teachers complete steps 1 and 2 of this form when the initial interventions are not showing appropriate student growth and the teacher decides to bring the student to the department/grade level child study meeting.

If Child Study interventions do not appear sufficient and the student is referred to the Student Intervention Team (SIT), this same form follows the student to the SIT meeting, with steps 3 through 5 being updated at each meeting.

This form is a rolling, cumulative document. Only one form is completed per student (e.g., math and reading goals would both be on the same form).

This form is saved in the Shared Folder.

3. **SIT Meeting Letter to Parents**

As part of Canton Public Schools’ dedication to home-school communication, this letter is sent to parents to inform parents of a SIT meeting. It is completed by a SIT member designated by the SIT team in each building.

4. **Reading/Writing/Math Worksheets**

These are state mandated worksheets that must be completed prior to an educational evaluation, should a student not respond appropriately to the interventions implemented through the SIT process. Members of the SIT team will work with teachers to complete these forms.
## Strategies Attempted Data Sheet

<table>
<thead>
<tr>
<th>Begin date: __________</th>
<th>End Date: __________</th>
<th>Percent of Growth: ______</th>
</tr>
</thead>
</table>

**Desired Outcome #1:** ____________________________________________________

Please check the intervention strategies that you have attempted to use to resolve the concern:

- [ ] Preferential seating
- [ ] Provide timelines (checklists, calendars)
- [ ] Provide repetition of key concepts
- [ ] Lower readability
- [ ] Color-coded materials
- [ ] Skeleton outline
- [ ] Manipulatives
- [ ] List steps in process or activity
- [ ] Shortened assignments
- [ ] Word banks
- [ ] Use mnemonics
- [ ] Other: ____________________________________________________________

<table>
<thead>
<tr>
<th>Begin date: __________</th>
<th>End Date: __________</th>
<th>Percent of Growth: ______</th>
</tr>
</thead>
</table>

**Desired Outcome #2:** ____________________________________________________

Please check the intervention strategies that you have attempted to use to resolve the concern:

- [ ] Preferential seating
- [ ] Provide timelines (checklists, calendars)
- [ ] Provide repetition of key concepts
- [ ] Lower readability
- [ ] Color-coded materials
- [ ] Skeleton outline
- [ ] Manipulatives
- [ ] List steps in process or activity
- [ ] Shortened assignments
- [ ] Word banks
- [ ] Use mnemonics
- [ ] Other: ____________________________________________________________

- [ ] Student Work Attached
- [ ] Grade Report from Power School Attached (**Category Averages**/NOT assignment list)
## CST/SIT Meeting Minutes

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade/Teacher:</th>
<th>Date of Initial Meeting:</th>
</tr>
</thead>
</table>

**Tier:**  I  II  III (Please circle)

### Step 1: Teacher completes prior to initial meeting only

<table>
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<tr>
<th>Strengths:</th>
<th>Concerns:</th>
<th>Strategies Already Tried:</th>
</tr>
</thead>
</table>

### Step 2: Teacher completes prior to subsequent meetings

<table>
<thead>
<tr>
<th>Priority Concern:</th>
<th>Current Data:</th>
<th>Date Parent/Guardian Contacted:</th>
</tr>
</thead>
</table>

### Step 3: Completed at Meeting: Date:

<table>
<thead>
<tr>
<th>Identified Goal:</th>
<th>Possible Strategies for Classroom Teacher to Use:</th>
<th>Selected Strategies to be Implemented:</th>
</tr>
</thead>
</table>

### Step 4: Action Plan

<table>
<thead>
<tr>
<th>Data/Progress Monitoring System:</th>
<th>Frequency:</th>
<th>Person Responsible:</th>
</tr>
</thead>
</table>

### Step 5: Teacher completes Prior to Follow-up Meeting: Date of Follow-up meeting:

<table>
<thead>
<tr>
<th>Data Collection Results:</th>
<th>Additional Comments:</th>
<th>Next Steps to be Decided by Team at Follow-up Meeting:</th>
</tr>
</thead>
</table>

- __Met goal__
- __Continue goal as is__
- __Continue goal with new criteria__
- __New goal to address concern__
- __Refer to SIT  CST (Circle One)__
- __Other__
<table>
<thead>
<tr>
<th>Step 3: Completed at Meeting  Date:</th>
<th>Identified Goal:</th>
<th>Possible Strategies for Classroom Teacher to Use:</th>
<th>Selected Strategies to be Implemented:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4: Action Plan</td>
<td>Data/Progress Monitoring System:</td>
<td>Frequency:</td>
<td>Person Responsible:</td>
</tr>
<tr>
<td>Step 5: Teacher completes Prior to Follow-up Meeting:</td>
<td>Data Collection Results:</td>
<td>Additional Comments:</td>
<td>Next Steps to be Decided by Team at Follow-up Meeting:</td>
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<td>__Met goal</td>
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<td></td>
<td>__Continue goal as is</td>
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<td></td>
<td></td>
<td>__Continue goal with new criteria</td>
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<td></td>
<td>__New goal to address concern:</td>
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<td></td>
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<td></td>
<td>__Refer to SIT  CST (Circle One)</td>
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<td>__Other:</td>
</tr>
<tr>
<td>Step 3: Completed at Meeting  Date:</td>
<td>Identified Goal:</td>
<td>Possible Strategies for Classroom Teacher to Use:</td>
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<td>Step 5: Teacher completes Prior to Follow-up Meeting</td>
<td>Date of Follow-up meeting</td>
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<td>Next Steps to be Decided by Team at Follow-up</td>
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<td>Meeting:</td>
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<td>__Met goal</td>
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<td>__Continue goal as is</td>
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<td>__Other:</td>
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</tbody>
</table>

| Step 3: Completed at Meeting Date:                |                           |
| Identified Goal:                                  |                           |
| Possible Strategies for Classroom Teacher to Use: |                           |
| Selected Strategies to be Implemented:            |                           |

| Step 4: Action Plan                               |                           |
| Data/Progress Monitoring System:                 |                           |
| Frequency:                                       |                           |
| Person Responsible:                              |                           |

<table>
<thead>
<tr>
<th>Step 5: Teacher completes Prior to Follow-up Meeting</th>
<th>Date of Follow-up meeting</th>
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Date:

To the Parent(s)/Guardian(s) of:

We are contacting you as a follow up to our recent phone calls (insert dates) regarding __________________________’s current academic difficulties. The Student Intervention Team (SIT) met on (insert date) to develop an academic plan to better assist your child in his/her academic performance and growth. We will be monitoring your child’s progress and will continue to inform you of changes.

Thank you for your input and assistance. Please contact your <student’s teacher/school counselor> for further information, questions or concerns.

Sincerely,
[District Name] Public Schools

Reading Worksheet

(To document that a student has received appropriate instruction and intervention in reading)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects reading. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

1. Core General Education Language Arts Instruction (Tier I)

☐ Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide reading curriculum that addresses state standards and the five areas of reading (e.g., through read-alouds; systematic phonics instruction; word study and structural analysis; fluency-building activities; explicit vocabulary instruction; literature think-alouds; comprehension strategy instruction):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

☐ Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student’s instructional level (90-95% word accuracy and at least 75-80% comprehension) have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

☐ Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

Description/Source of Evidence of Progress Monitoring: ☐ Results attached

<table>
<thead>
<tr>
<th>Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)</th>
<th>Skills/Competencies Targeted (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension)</th>
<th>Dates</th>
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4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

☐ Interventions have been implemented based on specific student needs in one or more of the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

☐ Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.
a. If decoding skills have been identified as an area of weakness:

☐ Student’s phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
☐ Student has been provided with systematic, explicit phonics instruction.
☐ Student has been provided with regular opportunities to practice learned decoding skills in texts.
☐ Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

b. If a student’s oral reading fluency has been identified as an area of weakness:

☐ Student’s phonics skills have been evaluated and if warranted, targeted interventions have been provided.
☐ Student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).
☐ Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.
☐ Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

c. If a student’s reading comprehension skills have been identified as an area of weakness beyond what can be accounted for by identified decoding and/or reading fluency deficits:

☐ Student’s vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
☐ Student’s broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
☐ Student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.
☐ Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

☐ The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below

<table>
<thead>
<tr>
<th>Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)</th>
<th>Student’s response to interventions</th>
<th>Dates of intervention implementation</th>
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NOTE: Please see 2010 Guidelines for Identifying Children with Learning Disabilities for more information regarding instructions on completing the worksheet.

(Teacher signature) (Date)

(Signature of person(s) responsible for item #5) (Date)
[District Name] Public Schools

Written Expression Worksheet

(To document that a student has received appropriate instruction and intervention in written expression)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects written expression. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

1. Core General Education Written Expression Instruction (Tier I)

☐ Student has participated in daily general education written expression instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide writing curriculum that addresses state standards and all important areas of writing (e.g., through explicit teaching of basic writing skills, planning and organizational strategies, and writing knowledge; use of a writing process, with strategies for editing and revision; opportunities for practice; appropriate use of technology in writing; reading-writing connections):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

☐ Student has participated in small group, differentiated written expression instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials appropriate to the student’s instructional level have been used for a minimum of four days per week.

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

☐ Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

Description/Source of Evidence of Progress Monitoring: ☐ Results attached

<table>
<thead>
<tr>
<th>Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)</th>
<th>Skills/Competencies Targeted (e.g., basic writing skills, planning, text generation/content development, revision)</th>
<th>Dates</th>
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4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

☐ Interventions have been implemented based on specific student needs in important areas of writing, such as basic writing skills, text generation, or revision/editing processes.

☐ Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.
a. If basic writing skills have been identified as an area of weakness:

☐ Student’s basic writing skills (e.g., handwriting/keyboarding, spelling, capitalization, punctuation, sentence structure) have been evaluated and targeted interventions have been provided in specific areas of need.

☐ Student has been provided with appropriate access to and teaching about the use of technology in writing to improve basic writing skills (e.g., use of spell-checkers).

☐ Student has been taught strategies for reviewing and editing written work to improve basic writing skills.

☐ Student has been provided with regular opportunities to practice basic writing skills.

☐ Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

b. If text generation (i.e., content aspects of writing that involve translating ideas into language) has been identified as an area of weakness, beyond what can be accounted for by identified weaknesses in basic writing skills:

☐ Student’s vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to writing.

☐ Student’s ability to plan and organize writing have been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit teaching of strategies for brainstorming or researching ideas).

☐ Student’s knowledge about writing (e.g., writing for an intended audience, use of formal vs. informal language in writing, schemas for different writing tasks such as reports vs. narratives) has been evaluated and if warranted, targeted interventions have been provided.

☐ Student has been provided with appropriate access to and teaching about the use of technology in writing to improve text generation (e.g., use of online thesaurus to improve word choice/avoid repetition of the same word).

☐ Student has been taught strategies for reviewing and revising written work to improve content/text generation.

☐ Student has been provided with regular opportunities to practice text generation.

Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

☐ The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below

<table>
<thead>
<tr>
<th>Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)</th>
<th>Student’s response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (CBM or other appropriate measure)</th>
<th>Dates of intervention implementation</th>
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NOTE: Please see 2010 Guidelines for Identifying Children with Learning Disabilities for more information regarding instructions on completing the worksheet.

________________________________________________________________________________________
(Teacher signature) (Date)

________________________________________________________________________________________
(Signature of person(s) responsible for item #5) (Date)
This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects mathematics. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. **Core General Education Mathematics Instruction (Tier I)**

☐ Student has participated in daily general education mathematics instruction using scientific research-based practices provided to the entire class by the general education teacher.

**Description of Instruction Provided:** General education instruction should involve a comprehensive, district-wide math curriculum that addresses state standards and all important areas of math, (e.g., through the explicit teaching of strategies that promote conceptual understanding, problem-solving, calculation skills, and procedural accuracy and fluency):

2. **Small Group/Differentiated Instruction by General Education Teacher (Tier I)**

☐ Student has participated in small group, differentiated math instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student’s instructional level have been used for a minimum of four days per week.

**Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:**

3. **Progress Monitoring Assessments (Tier I)**

☐ Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

**Description/Source of Evidence of Progress Monitoring:**

☐ Results attached

<table>
<thead>
<tr>
<th>Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)</th>
<th>Skills/Competencies Targeted (e.g., math concepts, problem solving, calculation skills, procedural accuracy and fluency)</th>
<th>Dates</th>
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4. **Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)**

☐ **Interventions have been implemented** based on specific student needs in important areas of math such as math concepts, problem solving, calculation skills or procedural accuracy and fluency.

☐ Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.
a. If calculation skills have been identified as an area of weakness:

☐ Student’s conceptual understanding of numbers has been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit instruction with use of visual representations such as pictures or manipulatives).

☐ Student’s automatic recall of facts has been evaluated and if warranted, targeted interventions have been provided.

☐ Student has been provided with explicit teaching of algorithms for calculation linking procedures to a conceptual understanding (e.g., written procedures for 2-digit subtraction with regrouping, long division).

☐ Student has been provided with regular opportunities to practice learned calculation skills in appropriate contexts, including cumulative review of previously learned skills.

☐ Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

b. If problem-solving skills have been identified as an area of weakness beyond what can be accounted for by identified calculation deficits and/or poor reading:

☐ Student’s math-related vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to math problem solving.

☐ Student’s specific problem-solving skills (e.g., ability to determine which operation to use to solve a problem, identifying relevant vs. irrelevant information) have been evaluated and if warranted, targeted interventions have been provided.

☐ Student has been provided with regular opportunities to practice learned problem-solving skills, including cumulative review of previously learned skills.

☐ Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

☐ The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below

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(Teacher signature) (Date)

(Signature of person(s) responsible for item #5) (Date)