



RTI

RESPONSE TO

INTERVENTION

PLAN

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This plan was developed in May 2011 through March 2012. The following people are responsible for the plan’s development:

- Mary BedardReading Specialist
- Abigail SeymourSpecial Education Teacher
- Carole Holmes.....School Psychologist
- Heidi Sample.....Curriculum Coordinator
- Sara Sample-Dupee.....Reading Specialist
- Heidi Stitt Classroom Teacher

Northeastern Clinton Central School

Response to Intervention Plan

Created 2011-12

Introduction

Historically, special education was considered a placement rather than a service. The paradigm shift with *The Response to Intervention Model* puts the focus on defining the problem and developing a plan of interventions in an area to attempt to keep the students in the general education program.

After the reauthorization of the Individual with Disability Education Act (IDEA) of 2004, the RTI model needed to be implemented in all schools.

“A student shall not be determined eligible for special education if the determinant factor is:

- (i) lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- (ii) lack of appropriate instruction in math; or
- (iii) limited English proficiency.”

Part 200 Regulations of the Commissioner of Education further states that “specific documentation for special education eligibility determination needs to indicate if a student has participated in a process that assesses the student’s response to scientific research-based intervention, the instruction strategies used and the student centered data collected.”

Response to Intervention (RTI) utilizes a three-tier approach with varying levels of support beyond that used at the core curriculum. In the first tier (Tier I), the classroom teacher will use differentiated instruction to promote each child’s success.

In Tier II we employ an intervention team approach where grade level teachers, special education teachers and reading specialist meet to review a child’s progress. At this time, the team plans additional academic support based on the student’s challenges. The Tier II intervention(s) is applied for a minimum of 6 weeks. At this time, the child will receive additional instruction using scientifically based materials and strategies. This will allow the child to achieve the educational standards necessary for educational success in the district.

Many children respond well to Tiers I and II and are successful in meeting standards with the supplemental support. In the event that the child needs further additional support to meet the standards, we utilize a third tier, which provides additional support more frequently.

If the child needs to enter Tier III, it will be based on data collected from the Tier II intervention(s) and determined by the grade level team. Tier III instruction is used for a minimum of 10 weeks.

In each tier, there should be more than one intervention utilized before moving on to the next tier. The intervention team meets to address the child’s needs and to review the progress the child has/has not made during the intervention period. Depending on the progress the child has made, the child may stay in the intervention tier or be referred to the Committee on Special Education.

Tier Requirements

Tier I:

- Universal Screening 3 times a year
 - Dibels NEXT
 - STEP/ Benchmarking
- 90 minutes of uninterrupted ELA instruction each day
- Running records done weekly- book level and % for accuracy, fluency score, and MSVs calculated. NOTES: What's holding the student back?
 - Book Levels: A-L
- RTI Edge will be utilized for warehousing data
- Grade Level Teams will meet weekly to discuss students' needs and interventions

Tier II:

- Parental contact made by classroom teacher and documented (who, when, how)
- Progress monitor **2 times a month** in area of need (fluency, comprehension, inference, accuracy)
 - Book Levels: M and higher use Conference Notes
- Maintain Guided Reading Checklist (See Appendix A)
- Running records done weekly- book level and % for accuracy, fluency score, and MSVs calculated. NOTES: What's holding the student back?
 - Book Levels: A-L
- Enter data biweekly during common planning time meetings
- 4:1 Guided Reading group or smaller (whenever possible)
- 40 minutes small group instruction
- During 6 week check-in meetings, documentation on RtI Edge needs to be completed
- Check in 6 weeks, if no progress change intervention, if no progress at 10 weeks may need to change Tier

Tier III:

- Parental contact made by classroom teacher and documented (who, when, how)
- Progress monitor **2 times a month** in area of need (fluency, comprehension, inference, accuracy)
 - Book Levels: M and higher use Conference Notes
- Maintain Guided Reading Checklist (See Appendix A)
- Running records done weekly- book level and % for accuracy, fluency score, and MSVs calculated. NOTES: What's holding the student back?
 - Book Levels: A-L use Running Records
- Enter data weekly during common planning time meetings
- 3:1 Guided Reading group or smaller (whenever possible)

- 90 minutes per six day cycle (pull-out)
- During 6 week check-in meetings, documentation on RtI Edge needs to be completed
- Check in 6 weeks, if no progress change intervention, if no progress at 10 weeks may need to change Tier

Tier Assessments:

Tier I:

- Universal Screening- DIBELS Next: Given three times a year ~ Sept./Oct., Jan./Feb., and May/June
- STEP/Benchmarks: Given three times a year ~ Sept./Oct., Jan./Feb., and May/June
- Classroom performance
 - grades, class work, chapter and unit test, participation and homework
- Running Records (A-L)
- Conference Notes (M and higher)
- NYS Assessments (Grades 3,4, & 5)
- Being A Writer Assessment
 - Done three times a year ~ Sept./Oct., Jan./Feb., and May/Jun

Tier II:

- DIBELS Next ~ biweekly
- STEP/Benchmarks
- Being A Writer Individual Writing Assessment
- Weekly Running Records (Levels A-L)
- Anecdotal Records
 - Conference Notes (M and higher)
- Classroom performance
 - grades, class work, chapter and unit test, participation and homework
- Attendance records
- Recommendation by classroom teacher, counselor, administrator, parent or school staff

Tier III:

- DIBELS Next~ weekly
- Weekly Running Records (Levels A-L)
- Anecdotal Records
 - Conference Notes (M and higher)
- Classroom performance
 - grades, class work, chapter and unit test, participation and homework
- Attendance records
- Recommendation by classroom teacher, counselor, administrator, parent or school staff

Types of RTI

The Northeastern Clinton School District will provide RtI in the areas of academic instruction and support services. These interventions will be aligned with the Common Core Standards. Decisions related to the frequency and intensity of services will be determined by tier placement.

Tier II: 10 weeks (minimum) Decisions made by grade level teams
Change of intervention may occur within 6 weeks due to a lack of progress

Tier III: 10 weeks (minimum) Decisions made by grade level teams

If team submits an SST Meeting Referral (Appendix C), the meeting needs to be held within 10 calendar days of the submission.

Research based interventions matched to the student's targeted need will be used to provide services in all tiers.

Possible Tier Interventions

Tier I:

- Regular classroom instruction (differentiated instruction/materials)
- Co-teaching (push-in)
- Kindergarten-Grade 2: Foundations
- Kindergarten-Grade 5: Being a Writer
- Kindergarten- Grade 5: Reader's Workshop
- Successmaker
- Ongoing professional development

Tier II:

- Foundations double dose lesson
- Regular classroom instruction (differentiated instruction/materials)
- Reduce ratio for grouping (whenever possible)
- Co-teaching (push-in)
- Strategy Groups
- Supervised Independent Reading
- Speech improvement
- Behavior plans

Tier III:

- Wilson Reading System
- Foundations double dose lesson

- Regular classroom instruction (differentiated instruction/materials)
- Reduce Ratio for grouping(whenever possible)
- Pull out service for a minimum of 90 minutes per 6 day cycle
- Co-teaching (push-in)
- Strategy Groups
- Supervised Independent Reading
- Speech improvement
- Behavior plans
- Leveled Literacy Intervention (Fontas & Pinnell) Book levels C-N

Steps to RTI

Tier II:

Step 1: If a teacher determines that a student is not making adequate progress with the core curriculum, he/she should discuss student's area of deficit during the weekly grade level meeting. If the team determines that Tier II intervention is needed see Step 2.

Step 2: The grade level team then determines what deficit area(s) needs to be addressed. A decision also needs to be made as to what intervention will be used and who will provide the intervention (can be classroom teacher). Once these decisions have been made, the teacher will contact the parent by phone prior to the intervention letter (Tier II or III) being sent home. (See Procedures for Parent Notification)

Step 3: The person implementing the intervention(s) will be responsible for progress monitoring. Data will be inputted at the weekly team meetings by designated team member. If after six weeks, little or no progress is evident, the intervention(s) need to be adjusted. After 10 weeks, if little or no progress is made a grade level team meeting will be held to see if placement into Tier III is appropriate.

Tier III:

Step 4: The grade level team will evaluate the student's progress or lack thereof and determine if the student will enter Tier III. If the student enters Tier III, the team will identify the deficit area(s) along with the intervention which will last a minimum of 10 weeks with a check in at 6 weeks. Tier III is a very intensive intervention within a small group setting (1-3 whenever possible). The service most often will be provided by a Reading Specialist or other staff determined by the grade level team. After 6 weeks, if little or no progress is made the intervention may need to be modified. After 10 weeks, if little or no progress is made an SST meeting must be held to determine whether to:

1. continue Tier III with modifications to current intervention.
2. make a referral to special education.

If a referral is recommended the teacher and support staff need to complete the special education referral.

Procedures for Parent Notification

The classroom teacher will be responsible for parental notification indicating a need for Response to Intervention (RTI). Initial services require that the classroom teacher contact the parent by phone and document such contact. This will be followed up by a letter that will include a summary of services being provided to the student including when the services will be provided. Parents will also be notified of their child's progress through quarterly written reports and/or parent conferences. Parents have a right to request an evaluation for special education. When Tier II or III is discontinued, the parent will be notified and notification will be documented on RTI Edge. A follow-up phone call by the teacher after services have ended should also be documented. (Samples of the parent notification letters for each Tier are in Appendix B.)

Quarterly progress reports for both Tier II and III will be sent to parents describing the service provided, by whom, and the reasons for continuation or discontinuation of Tier Service.

Progress Monitoring

Tier II – Progress monitoring will be done for 6 weeks minimum per intervention.

Tier III – Progress monitoring will be done for 6 weeks minimum by the service provider.

All progress monitoring done in each tier needs to be documented on paper and RTI Edge.

Appendices

Appendix A

Grade/Teacher _____

STEP Level PR (no book level listed)

	Print-Sound Connections	Word solving and Rdg Strategies/Print Concepts	Comp.
	knows letters in own name and id in other contexts		
	can name several other letters in other contexts and isolation		
	begins to hear & id rhyming words		
		recog. some personally signif. words in context	
		joins in shared reading after 2- 3 exposures to patterned text	
		knows print is what is read	
		holds book corr., turns pages	
		looks @ pictures and words	
		pretend reads familiar stories	
		L→R	
		return sweep	
		text to self conn.	
		makes predictions during read alouds	

Name _____

[illegible]

Notes:

Name _____

Gr./Teacher _____

STEP 2 F&P Levels B,C

Accuracy & Fluency	reads with fluency (begins to not use finger in C)																			
	reads B books w/ 90% acc after introduced to patterns of text																			
Comprehension	integrates sources of information to understand text																			
	summarizes																			
	retells																			
	makes inferences																			
	makes predictions based on illust., story, or personal experience																			
Word-Solving and Reading Strategies	integrates sources of info. to solve unknown words																			
	finds and uses known words																			
	uses the pattern as a source of info. to solve unknown words																			
	uses graphophonic (first letter and picture) info.																			
Concepts about Print	return sweep																			
	1-1																			
Print-Sound Connection	hears & writes initial & some final consonant sounds																			
	ids # syllables in word																			
	hears and ids words w/ same final sound																			
	knows letter names & most sounds																			

Notes:

STEP 3 Part I - F&P Level C

[illegible]

Notes:

Name _____

[illegible]

Notes:

STEP 4 F&P Levels E,F,G

Gr./Teacher _____

Name _____

Fluency	can read silently on 2 nd - 3 rd reading																			
	reads with fluency and @ F phrasing (reader sounds like he/she is telling a story)																			
Comprehension	analyzes story to comment on events or characters																			
	summarizes																			
	retells																			
	makes inferences																			
	remembers details & uses them to clarify meaning																			
	@ F integrates sources of meaning (discuss 1 page at a time)																			
Word-Solving and Reading Strategies	reads for mng, verifies letters, known words																			
	recog. many words quickly & automatically																			
	@ F begins to s/c @ point of miscue using sources of info.																			
	@ F uses context to figure out unfamiliar words/ vocab.																			
Print-Sound Connection	@ F uses parts from known words to solve unknown words (incl. word families)																			
	@ F reads increasingly more difficult words using onset and rime, checking each part (blends, diagr., short vowels, inflectional endings)																			

Notes:

STEP 5 F&P Levels G,H,I

Grade/Teacher _____

Name _____

Fluency	reads with fluency and phrasing																		
	reads some books below level G silently																		
Rate	reads G books @ 40+wpm																		
Comprehension	describes cause & effect of specific events																		
	makes conn. with specific events in text																		
	@ H keeps the accumulating story events or content in mind as story progresses																		
	@ H envisions the text to compensate for lower picture support																		
	retells & summarizes																		
	makes inferences																		
	@ H deals with literary structures including nonfiction																		
Word-Solving and Rdg Strategies	rereads to prob.-solv, S/C, improve phrasing & express.																		
	s/c at point of error using sources of info.																		
	@ H deals with more complex vocabulary/ unfamiliar words																		
	reads increasingly more difficult words using letter/sound analysis																		

Notes:

[illegible]

Notes:

Name _____

In F&P levels K-M:																				
Comprehension	Rate	reads level K books 50-75 wpm orally but may slow to prob. solve and resumes speed																		
		evaluates																		
		analyzes																		
		synthesizes																		
		accumulates																		
		envisions																		
		summarizes																		
		retells																		
		traces charac. across mult. episodes and elaborates underst. as story progresses																		
		makes inferences using details and events as evidence																		
		deals with literary structures																		
	deals with more complex vocab.																			
Word-Solving	word-solving is under control and indep. – s/c at point of miscue																			
In F&P levels K-M:																				
M:																				
❖		reads 3-5 books independently each week																		
❖		gathers info. about the character through text																		
❖		there is 1 problem in the text and it is solved at the end																		
❖		challenging skill – some unknown words																		

Notes:

Gr./Teacher

STEP 8 F&P Levels L,M,N

Name

In F&P levels K-M: ❖ reads 3-5 books independently each week ❖ gathers info. about the character through text ❖ there is 1 problem in the text and it is solved at the end ❖ challenging skill – some unknown words		In F&P levels N-Q: ❖ reads 2-3 books independently each week ❖ character changes throughout the text ❖ there could be more than one problem in the text and they aren't always solved ❖ challenging skill - inferring	
Rate	reads level L books 50-100 wpm orally		
Comprehension	evaluates		
	analyzes – discusses themes – message or big picture		
	synthesizes		
	accumulates		
	envisions – asks questions, anticipates events, resolutions, and character changes		
	summarizes		
	retells using strong sense of sequence & important details; begins to be selective		
	compares diff. charac. points of view and discusses why diff.		
	makes inferences using details and events as evidence		
	deals with literary structures		
	deals with more complex vocab.		
Word-Solving	word-solving is under control and indep. – s/c at point of miscue		

Notes:

STEP 9 F&P Levels M,N,O

Gr./Teacher _____

Name _____

In F&P levels K-M: ❖ reads 3-5 books independently each week ❖ gathers info. about the character through text ❖ there is 1 problem in the text and it is solved at the end ❖ challenging skill – some unknown words											
In F&P levels N-Q: ❖ reads 2-3 books independently each week ❖ character changes throughout the text ❖ there could be more than one problem in the text and they aren't always solved ❖ challenging skill - inferring											
Rate											
reads level M books 50-100 wpm ; typically 60+											
writes basic answer in response to a specific question											
evaluates											
analyzes – connects general themes among books											
accumulates – traces characters across mult. episodes & elaborates understanding											
envisions and anticipates											
retells using synthesis and interpretation											
compares diff. charac. points of view and discusses why diff.											
makes inferences using details and events as evidence											
deals with literary structures											
deals with more complex vocab.											
Word-Solving	word-solving is under control and indep. – s/c at point of miscue										

Notes:

STEP 10 F&P Levels N,O,P

Gr./Teacher _____

Name _____

In F&P levels N-Q: ❖ reads 2-3 books independently each week ❖ character changes throughout the text ❖ there could be more than one problem in the text and they aren't always solved ❖ challenging skill – inferring ❖ rereads sections of a text during independent reading to clear up confusions ❖ acquires info and explores ideas of personal interest through nonfiction books																	
Rate																	
reads level N books 75-125 wpm orally																	
writes elaborate responses to thought-provoking questions																	
evaluates																	
analyzes – connects general themes among books discussing similarities and diff.																	
accumulates																	
envisions																	
retells using some synthesis and interpretation of events																	
compares diff. charac. points of view and discusses why diff.																	
makes inferences using details and events as evidence																	
deals with literary structures																	
deals with more complex vocab.																	
Word-Solving	word-solving is under control and indep. – s/c at point of miscue																

Notes:

Name _____

Grade/Teacher _____

STEP 11 F&P Levels O,P,Q

Language	Comprehension	Rate	In F&P levels N-Q: ❖ reads 2-3 books independently each week ❖ character changes throughout the text ❖ there could be more than one problem in the text and they aren't always solved ❖ challenging skill – inferring ❖ rereads sections of a text during independent reading to clear up confusions ❖ acquires info and explores ideas of personal interest through nonfiction books									
recognizes some figurative language	vocab- builds underst. of words by comparing words with similar meanings	reads level O books 75-125 wpm; typically 85+										
deals with literary structures	makes inferences using details and events as evidence	compares character's points of view and discusses why diff.										
tests own understanding by summarizing, paraphrasing, self-quest.	retells using synthesis and interpretation	envisions and anticipates										
accumulates- makes conn.s between widely separated parts of text	analyzes– connects themes among books discuss. similarities and diff.	evaluates-compares strength of different answers to a question										
writes elaborate responses to thought-provoking questions												

Notes:

STEP 12 F&P levels P,Q,R

Gr./Teacher

Name

In F&P levels N-Q:		In F&P levels R-T:																							
❖	reads 2-3 books indep. each wk. character changes throughout the text	❖	reads 2-3 books indep. each wk. minor characters start to matter many plot lines; setting may also play a role																						
❖	could be more than one prob. in the text and they aren't always solved	❖	challenging skill – inferring works to comprehend texts that are removed from personal experience																						
❖	challenging skill – inferring works to comprehend texts that are removed from personal experience	❖	persists in reading difficult text even when somewhat confused (tries multiple comp. strats.)																						
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❖	challenging skill – inferring works to comprehend texts that are removed from personal experience	❖	challenging skill – inferring works to comprehend texts that are removed from personal experience																						

Notes:

Name: _____

[illegible]

Name: _____

Name: _____

Name

[illegible]

Name _____

[illegible]

Name_____

[illegible]

Name

[illegible]

Name _____

[illegible]

Name

[illegible]

Name _____

[illegible]

Name _____

[illegible]

Name

[illegible]

Name _____

[illegible]

Name

[illegible]

Appendix B

Tier III (K-5)
Northeastern Clinton Central School District
Rouses Point Elementary School
Maple Street
Rouses Point, NY 12979
(518) 297-7211

[%curdate]
[%name]

[%rcvrname]
[%rcvradd4]
[%rcvrpsz]

Dear Parent/Guardian,

At this time, your child has been identified as needing extra help in [%rti_skill]. This targeted instruction will be provided by the reading teacher outside the classroom for at least 90 minutes in a 6 day cycle. The size of the group will vary between one and three children. Your child's progress will be monitored weekly, according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education Services.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Tier II - K-2
Northeastern Clinton Central School District
Rouses Point Elementary School
Maple Street
Rouses Point, NY 12979
(518) 297-7211

%[curdate]
%[name]

%[rcvrname]
%[rcvradd4]
%[rcvrpsz]

Dear Parent/Guardian,

As part of our reading program, we have the opportunity to have a reading teacher and special educator working collaboratively with the classroom teacher to provide direct reading instruction particularly in guided reading. This enables all of us to work with very small groups of children at once in order to offer the most specialized and unique instruction possible for your child.

At this time, we as a team have identified your child as needing extra help in %[rti_skill]. This targeted instruction will be provided by a teacher within the classroom during the Guided Reading block. Your child's progress will be monitored every other week according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education services.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Tier II (3-5)
Northeastern Clinton Central School District
Rouses Point Elementary School
Maple Street
Rouses Point, NY 12979
(518) 297-7211

[%[curdate]
[%[name]

[%[rcvrname]
[%[rcvradd4]
[%[rcvrpsz]

Dear Parent/Guardian,

Your child has been identified as needing extra help in [%[rti_skill]]. This targeted instruction will be provided by a teacher within the classroom during the Guided Reading block. Your child's progress will be monitored every other week according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education services.

To help reinforce instruction at home, remember to read aloud to your child and provide your child every opportunity to read to you nightly. You should discuss with your child what they have read.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Tier III (K-5)

Northeastern Clinton Central School District
Mooers Elementary School
16 School Street
Mooers, NY 12958
(518) 236-7373

%[curdate]
%[name]

%[rcvrname]
%[rcvradd4]
%[rcvrpsz]

Dear Parent/Guardian,

At this time, your child has been identified as needing extra help in %[rti_skill]. This targeted instruction will be provided by the reading teacher outside the classroom for at least 90 minutes in a 6 day cycle. The size of the group will vary between one and three children. Your child's progress will be monitored weekly according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education Services.

To help reinforce instruction at home, remember to read aloud to your child and provide your child every opportunity to read to you nightly.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Tier II - (K-2)
Northeastern Clinton Central School District
Mooers Elementary School
16 School Street
Mooers, NY 12958
(518) 236-7373

%[curdate]
%[name]

%[rcvrname]
%[rcvradd4]
%[rcvrpsz]

Dear Parent/Guardian,

As part of our reading program, we have the opportunity to have a reading teacher and special educator working collaboratively with the classroom teacher to provide direct reading instruction particularly in guided reading. This enables all of us to work with very small groups of children at once in order to offer the most specialized and unique instruction possible for your child.

At this time, we as a team have identified your child as needing extra help in %[rti_skill]. This targeted instruction will be provided by a teacher within the classroom during the Guided Reading block. Your child's progress will be monitored every other week according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education services.

To help reinforce instruction at home, remember to read aloud to your child and provide your child every opportunity to read to you nightly. You should discuss with your child what they have read.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Tier II -(3-5)

Northeastern Clinton Central School District
Mooers Elementary School
16 School Street
Mooers, NY 12958
(518) 236-7373

%[curdate]
%[name]

%[rcvrname]
%[rcvradd4]
%[rcvrpsz]

Dear Parent/Guardian,

Your child has been identified as needing extra help in %[RTI_SKILL]. This targeted instruction will be provided by a teacher within the classroom during the Guided Reading block. Your child's progress will be monitored every other week according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education services.

To help reinforce instruction at home, remember to read aloud to your child and provide your child every opportunity to read to you nightly. You should discuss with your child what they have read.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Appendix C

NCCS Student Support Team Referral

Check the type of referral:

☐ RTI –Tier III (lack of progress) ☐ AIS ☐ Other_____

Date_____

Name_____ Date of Birth_____

Address_____ Phone_____

Age_____ Grade_____ Teacher_____

Person making referral_____

Please briefly describe reasons for requesting a Student Support Team Meeting:

*****Attach RTI Edge Date (graphs)*****

Has contact with parent been made? (Explain)

Signature of people who should attend meeting:

How long is needed for this meeting? _____

Signature of Principal

Date

This side is completed by SST Chairperson.

Meeting Scheduled for: Day_____

Time_____

Location_____

Outcomes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.