

RTI

RESPONSE TO INTERVENTION PLAN

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## 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?
  - o 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)
  - o 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?
  - o 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)
  - o 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?
  - o 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
  - o 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
  - o 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
  - o Conference Notes (M and higher)
- Classroom performance
  - o 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
  - o 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: Fundations
- Kindergarten-Grade 5: Being a Writer
- Kindergarten- Grade 5: Reader's Workshop
- Successmaker
- Ongoing professional development

### Tier II:

- Fundations 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
- Fundations 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)

np.	makes predictions during read alouds									
Comp.	text to self conn.									
	return sweep									
ncepts	<b>∀</b> ⊢า									
Word solving and Rdg Strategies/Print Concepts	pretend reads familiar stories									
trategies	looks @ pictures and words									
nd Rdg S	holds book corr., turns pages									
solving a	knows print is what is read									
Word	Joins in shared reading after 2- ferned text									
	recog. some personally signif. words in context									
ections	begins to hear & id rhyming words									
Print-Sound Connections	can name several other letters in other contexts and isolation									
Print-So	knows letters in own name and id in other contexts									

STEP 1 F&P Levels A,B

Gr./Teacher_

Name_

Fluency	reads with fluency									
Comprehension	tells how details in illust. relate to story									
Compre	understands the book									
egies	uses meaning to solve unknown words									
ling Strat	finds and uses known words in text (the, and)									
and Reac	uses illust. as a source of info. to solve unknown words									
Word-Solving and Reading Strategies	uses illust. or memory to pretend read									
Word	uses cover (title, illust., etc.) to get ready to read									
Concepts about Print	1-1 when teacher reads or with familiar text (consistently in B)									
Concep	letter vs. word									
ons	writes some first sounds									
Connecti	ids words that start with the same sound									
Print-Sound Connection	ids and can produce rhymes									
Pri	knows many letter names & begins to assoc. letters and sounds									

Notes:

STEP 2 F&P Levels B,C

Gr./Teacher_

Accuracy & Fluency reads with fluency (begins to not use finger in C) reads B books w/ 90% acc after introduced to patterns of text integrates sources of information to understand text summarizes Comprehension retells makes inferences makes predictions based on illust., story, or personal experience integrates sources of info. to Word-Solving and Reading Strategies 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 hears & writes initial & some final consonant sounds **Print-Sound Connection** ids # syllables in word hears and ids words w/ same final sound knows letter names & most sounds

STEP 3 Part I - F&P Level C

Accuracy & Fluency reads with fluency (begins to not use finger @ F&P C) read C level books w/ 90% acc summarizes retells Comprehension anticipates what might happen next as story unfolds makes inferences ids some story elements (charac., setting, beg/end) when asked makes predictions based on illust., story, or personal experience recognizes and self-corrects some errors but still needs help self-Word-Solving and Reading Strategies mon. integrates sources of info. to solve unknown words Grade/Teacher uses a core of known words automatically to support reading uses the pattern as a source of info. uses graphophonic (illust. and initial letter) info. to solve words CAP consistently uses 1-1 with new writes beginning and ending sounds of most words **Print-Sound Connection** notices some word families blends onsets and rimes into words segments most 3 letter words

Notes:

D,E
Levels
F&P
3 Part II
STEP

Gr./Teacher_

Name_

Fluency	(smoo punct finger	with fluency othly, using uation, without ; like a character [ @ E)										
		zes story to nent on events or cters										
Comprehension	summ	narizes										
Compre	retells	5										
	make	s inferences										
		checks or self-c. point of miscue										
	integri info.	rates sources of to solve unknown s										
ategies	words	and locates known s to self-monitor in text										
and Reading Strategies	uses	the pattern as a e of info.										
ס	뉴	meaning										
Word-Solvin	@ E crosschecks with emphasis on:	structure /syntax										
W	@ E cros emphasis	graphonphonic info.										
	(1 st a D; at	graphophonic info. nd last letter(s) @ tends to internal of words @ E)										
Print-Sound Connection		es some word ies										
Print-	segm	nents										

Notes:

STEP 4 F&P Levels E,F,G

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

## STEP 5 F&P Levels G,H,I

7	
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C	D
H	-
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7	3
(	U
(1	7

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

Name

In F&P levels	<ul> <li>K-M:</li> <li>reads 3-5</li> <li>books</li> <li>independently each</li> <li>week</li> <li>gathers</li> <li>info. about</li> <li>the</li> </ul>	character	text	<ul><li>there is 1 problem in</li></ul>	the text and it is solved at the end	challenging skill – some	unknown words		
Fluency	reads some new text silently								
Rate	reads 40-50 wpm orally but may slow to prob. solve								
	can talk about reasons for an ans. and attempts to explain why infer. about an idea are valid								
	discusses how events in the book and own experiences are similar or diff.								
u	recalls details to support ans. to infer. and crit. think. questions								
Comprehension	summarizes								
Compr	retells								
	accumulates								
	envisions								
	makes inferences								
	rereads when needed but not as a habit								
Word-Solving	@ J word solving is under control and independent – at the point of miscue								
Word	deals with literary structures								
	deals with more complex vocab./ unfamiliar words								

In F&P levels K- M:	<ul> <li>reads 3-5 books independently each week</li> <li>gathers info, about the character through text</li> </ul>	<ul> <li>there is 1</li> <li>problem in the text and it is solved at the end</li> </ul>	challenging skill – some unknown words
-			
Rate	reads level <b>K</b> books 50-75 wpm orally but may slow to prob. solve and resumes speed		
	evaluates		
	analyzes		
	synthesizes		
	accumulates		
no	envisions		
Comprehension	summarizes		
Comp	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		

s/c at point of miscue

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Name

text and it is solved at the end challenging skill -inferring In F&P levels N-Q: 
reads 2-3 books changes throughout the text In F&P levels K-M: reads 3-5 books challenging skill some unknown more than one problem in the problem in the there could be aren't always solved independently independently text and they gathers info. through text about the character each week each week there is 1 character words *** * * • * * reads level M books Rate 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 Comprehension 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. Solving word-solving is under control and indep. s/c at point of miscue

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F&P Levels N,O,P	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	
P L	r _I	<b>* *</b>	*	*	*	*	
10	Rate	reads level <b>N</b> books 75-125 wpm orally					
STEP		writes elaborate responses to thought- provoking questions					
		evaluates					
		analyzes – connects general themes among books discussing similarities and diff. accumulates					
Gr./Teacher_	Comprehension	retells using some synthesis and					
3r./1	Ŝ	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.					
Name	Word- Solving	word-solving is under control and indep. – s/c at point of miscue					

## Notes:

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

P levels P,Q,R	In F&P levels N-Q:
STEP 12 F&P k	Rate
Gr./Teacher	Comprehension
Name	Landuade

ш	<ul> <li>reads 2-3 books indep. each wk.</li> <li>changes throughout the text</li> <li>could be more than one prob. in the text and they aren't always solved</li> <li>challenging skill – inferring</li> <li>works to comprehend texts that are removed from personal experience</li> <li>personal experience</li> <li>personal experience</li> <li>persists in reading difficult text even when somewhat confused (tries multiple comp. strats.)</li> <li>In F&amp;P levels R-T:</li> <li>reads 2-3 books indep. each wk.</li> <li>minor characters start to matter</li> <li>many plot lines; setting may also play a role</li> <li>challenging skill – symbolism or metaphors</li> </ul>
Rate	reads level <b>P</b> books 75-125 wpm; typically 100+
	evaluates differing interpretations of a story
	analyzes— applies knowledge from other sources to examine ideas in nonfiction text
nsion	accumulates- describes how new info. gained from nonfiction texts adds to prior knowledge
Comprehension	retells using synthesis and interpretation
ŏ	envisions - Tests own understanding by summarizing, paraphrasing, self- quest.
	makes inferences using details and events as evidence
	literary structures – uses knowledge of genre and text structure to support
	uses comparison and analogies to explain ideas
Language	attempts to interpret figurative language in context
	vocab- discusses shades of meaning in relation to the text

## Notes:

# Guided Reading Level L skills Checklist

		Т		 	 	
ب	State opinions about a text and provide evidence to support them					
noc	Identify the author's explicitly stated purpose					
Thinking About the Text	Notice descriptive language and discuss how it adds to enjoyment or understanding					
king e	Identify important aspects of illustrations					
in t	Demonstrate how a text is organized					
Ė	Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, traditional literature, and fantasy)					
ext	Use evidence from the text to support thinking					
<u> </u>	Infer causes of problems or outcomes in fiction or nonfiction					
the	Infer cause and effect in influencing characters' feelings or underlying motives					
pu	Express changes in an idea after reading					
Š.	Specify the nature of connections					
Thinking Beyond the Text	Bring background knowledge to the understanding of a text before during, and after reading					
ij	Justify predictions using evidence					
hin	Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar text					
<b>-</b>	Make predictions about the solution to the problem of the story					
	Slow down to search for information or think about ideas and resume a normal pace of reading again					
	Quickly and automatically solve most words in the text in a way that supports fluency					
ext-	Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation					
	Demonstrate awareness of the function of the full range of punctuation					
n t	Summarize ideas from a text and how they are related					
Thinking Within the	Follow and remember a series of events over a longer text in order to understand the ending					
3	Follow a sequence of action from graphics					
ng	Search for important information in pictures					
nki	Derive meaning of words from graphics					
T	Recognize multiple meanings of a words					+
	Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary					
	Notice new and interesting words and actively add them to speaking or writing					

Guided Reading Level M skills Checklist

t	Hypothesize how characters could have behaved differently				
e Tex	Identify a point in the story when the problem is resolved				
ihe					$\square$
t	Identify the author's explicitly stated purpose		+		H
1000	Describe the problem of the story		$\perp$		
ng Al	Notice and interpret some figurative language and discuss how it adds to the meaning of the text				
Thinking About the Text	Notice variety in layout				
	Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, traditional literature, and fantasy)				
Б	Use evidence from the text to support thinking				
eyon	Identify significant events and tell how they are related to the problem of the story or solution				
g B	Demonstrate learning new content from reading				
Thinking Beyond the Text	Bring background content knowledge to the understanding of a text before, during, and after reading				
	Predict what characters will do based on the traits revealed by the writer				
	Search for and use information to confirm or disconfirm predictions	Ц			
	Quickly and automatically solve words in text and resume normal pace of reading again				
	Realize that meaning must be derived from illustrations in graphic texts				
	Use multiple sources of information to support fluency and structure (language structure, meaning, etc.)				
rext	Understand the problem of a story and its solution				
ق _	Identify important idea in a text and report in an organized way, either orally or written				
Ę	Summarize a longer narrative text with multiple episodes				
Thinking Within th	Search for information in graphics				
18,	Follow a sequence of action from graphics				
isk	Use multiple sources of information together to solve new words				
Thi	Consistently check on understanding and search for information when meaning breakdown				
	Use multiple sources of information to monitor and self-correct				
	Use the context of a sentence, paragraph or whole text to determine the meaning of a word				
	Solve content-specific words, using graphics and definitions embedded in the text				

Name:_

# Guided Reading Level N skills Checklist

ext	Evaluate aspects of a text that add to enjoyment		
Thinking About the Text	State opinions about a text and show evidence to support them		
th	Identify the author's explicitly stated purpose		
out	Describe the way the problem is solved		
ng Ab	Notice the way the writer assigns dialogue		
ıkir	Identify important aspects of illustrations		
Thir	Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, traditional literature, and fantasy)		
р	Generate or react to alternative understandings		
Thinking Beyond the Text	See changes in characters across time and articulate possible reasons for development		
lg B	Synthesize information across a longer text		
ıking Bey the Text	Demonstrate changing perspective as events in a story unfold		
Thir	Through talk or writing, demonstrate learning new content from reading		
	Justify predictions using evidence		
	Adjust reading to process texts with difficult and complex layout		
	Demonstrate different ways of reading related to genre		
	Read silently and orally at an appropriate rate for comprehending		
¥	Read with high accuracy in a way that supports fluency		
ne Text	Read dialogue with phrasing and expression that reflects understanding of characters and events		
n t	Summarize a longer narrative text with multiple episodes		
<b>1 2</b>	Summarize a text at intervals during reading longer text		
Thinking Within th	Identify and understand sets of related ideas organized into categories		
nkin	Respond to plot tension or suspense by reading on to seek resolutions to problems		
Thi	Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning		
	Realize that words in print are partially defined by illustrations in graphic text		
	Apply problem-solving strategies to technical words or proper nouns that are challenging		
	Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary		

Name

# Guided Reading Level O skills Checklist

	Evaluate aspects of a text that add to enjoyment			
the	State opinions about a text and show evidence to support them			
out	Identify main ideas and supporting details			
t pc	Notice specific writing techniques			
Thinking About the Text	Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)			
ric	Notice the way the writer assigns dialogue			
Ė .	Notice and discuss aspects of genres (fiction, nonfiction, realistic stories, traditional literature, and fantasy)			
	Distinguish between fact and opinion			
e Text	Identify significant events and tell how they are related to the problem of the story or the solution			
	Infer causes of problems or of outcomes in fiction or nonfiction			
ţ	Generate or react to alternative understandings of a text			
puo	Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today			
Thinking Beyond the Text	Demonstrate understandings of characters using evidence to support statements			
	Demonstrate learning new content from reading			
hink	Use knowledge from one text to help understanding diverse cultures and settings encountered in new texts			
Ь	Predict what the characters will do based on traits revealed by the writer as well as inferred characteristics			
	Demonstrate different ways of reading related to genre			
	Demonstrate phrased, fluent orally reading			
ext	Search for information in a sequence of illustrations in a graphic text			
T =	Summarize a text at intervals during reading longer text			
Thinking Within the Tex	Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered			
g Wi	Respond to plot tension or suspense by reading on to seek resolutions to problems			
inkin	Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning			
Ę	Form implicit questions and search for answers while reading			
	Solve words of 2 or 3 syllables , many words with inflectional endings, and complex letter sound relationships			
	Demonstrate knowledge of flexible ways to solve words			

Name

# **Guided Reading Level P skills Checklist**

O	Evaluate aspects of a text that add to enjoyment or interest				
it th	State opinions about a text and show evidence to support them				
oon t	Identify main ideas and supporting details				
g Ab Text	Notice elements of fantasy				
Thinking About the Text	Understand how the writer built interest and suspense across a story				
Ξ	Notice how the setting is important in a story				
	Notice combined genres in hybrid text				
	Follow multiple characters in different episodes, inferring their feelings about one another				
	Infer cause and effect influencing characters' feelings or underlying motives				
ext	Infer causes of problems or of outcomes in fiction or nonfiction				
Thinking Beyond the Text	Demonstrate changing perspectives as events in a story unfolds, particularly applied to people and cultures different to the reader's own				
puo,	Expresses changes in ideas or opinions after reading a text and say why				
g Bey	Interpret characters and events that aren't within the reader's experience				
inking	Make connections between the reader's real life experiences or feelings and people who live in diverse cultures, distant places and different times				
É	Use knowledge from one text to help understanding diverse cultures and settings encountered in new texts				
	Predict what the characters will do based on traits revealed by the writer as well as inferred characteristics				
	Slow down or reread to solve words, search for information, or think about meaning and resume good rate of reading				
٠	Adjust reading to process texts with difficult and complex layout				
Tex	Sometimes adjust reading within texts to accommodate hybrid texts that combine genres				
ι the	Read dialogue with phrasing and expression that reflects understanding of characters and events				
thir	Summarize longer narrative texts with multiple episodes				
Thinking Within the Text	Respond to plot tension or suspense by reading on to seek resolutions to problems				
ıkin	Form implicit questions and search for answers while reading				
hir	Understand words that stand for abstract ideas				
<b>–</b>	Understand connotative meaning of words				
	Demonstrate knowledge of flexible ways to solve words				

# Guided Reading Level Q skills Checklist

¥	Hypothesize aspects of a text that add to enjoyment or interest				
e Tex	State opinions about a text and show evidence to support them				
the	Identify point of view				
Thinking Within the Text  Thinking About the Text  Thinking About the Text	Identify similarities across text				
Abou	Recognize the use of figurative and descriptive language and talk about how it adds to the quality of the text				
king	Understand & talk about the role of setting in realistic & historical fiction as well as fantasy				
Thin	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)				
	Speculate on alternative meanings that the text may have				
	Take perspectives that may be unfamiliar in interpreting characters' motives, causes for actions, or themes				
ext	Follow multiple characters in different episodes, inferring their feelings about each other				
ig Beyond the Tex	Draw conclusions from information	Ш			
	Expresses changes in ideas or opinions after reading a text and say why				
	Interpret characters and events that aren't within the reader's experience				
	Mentally form categories of related information and revise them as new information is acquired across the text	25			
inkin	Use knowledge from one text to help understanding diverse cultures and settings encountered in new texts				
F	Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts				
	Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of a similar text				
	Adjust reading to process texts with difficult and complex layout				
¥	Change style and pace of reading to reflect purpose				
P	Demonstrate phrased, fluent reading				
the	Remember the story or plot, as well as important information, over a long text in order to continue to construct meaning				
ithin	Sustain attention to a text read overtime, remembering details and revising interpretations as new events are encountered				
3	Process texts with a variety of complex layouts				
ing	Process some texts with dense print				
hink	Identify words with multiple meanings, discuss alternative meanings, and select precise meaning within the text				
	Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words including proper nouns & technical words				

# Guided Reading Level R skills Checklist

Thinking About the Text	Express tastes and preferences in reading to support choices with specific descriptions of text features (plots, use of language, genres, or kinds of characters)	
	Assess whether a text is authentic with life experience or prior knowledge (for example, historical fiction)	
	Notice aspects of a writer's craft after reading several texts by the same author	
	Demonstrate the ability to identify plot or how a text is organized	
king	Understand & talk about the role of setting in realistic & historical fiction as well as fantasy	
Thin	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)	
	Speculate on alternative meanings that the text may have	
	Identify significant events and tell how they are related to the problem of the story or the solution	
, xt	Apply inferring to multiple characters and complex plots, with some subplots	
Ĕ	Draw conclusions from information	
Thinking Beyond the Text	When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previous read	
	Demonstrate changing perspectives as events in a story unfold, particularly applied to people and cultures different from the reader's own	
181	Make connections between characters in different texts	
hinkii	Use knowledge from one text to help understanding diverse cultures and settings encountered in new texts	
	Change predictions as new information is gathered from the text	
	Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of a similar text	
	Adjust reading to process texts with difficult and complex layout	
Ų	Change style and pace of reading to reflect purpose	
Te)	Identify important ideas in a text	
Thinking Within the Text	Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes	
	Process long stretches of descriptive language and remember pertinent information	
	Remember the details of complex plots with many episodes	
	Solve some undefined words using background knowledge	
hink	Understand words with multiple meanings	
È	Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words including proper nouns & technical words	

Name

# **Guided Reading Level S skills Checklist**

	Identify multiple points of view			
Thinking About the Text	Notice how the author or illustrator has uses pictures and other graphics to convey meaning or create mood			
	Assess whether a text is authentic with life experience or prior knowledge (for example, historical fiction)			
	Notice similarities across text			
AK	Notice writer's use of symbolism			
king	Demonstrate the ability to identify how an informational text is organized			
Thin	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)			
	Speculate on alternative meanings that the text may have			
	Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes			
, x	Apply inferring to multiple characters and complex plots, with some subplots			
Ľ	Infer the meaning of symbols that the writer is using			
Thinking Beyond the Text	When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previous read			
Веус	Follow multiple characters in different episodes, inferring their feelings about and influence on each other			
- BE	Infer cause & effect in influencing characters' feelings & motives			
iinkir	Use knowledge from one text to help understanding diverse cultures and settings encountered in new texts			
Ė	Express changes in ideas or perspective across the reading after reading the text			
	Bring knowledge from personal experiences to the interpretation of texts, particularly content related to preadolescents			
	Change style and pace of reading to reflect purpose			
ext	Change purpose and aspects of processing to reflect understanding of genre			
e –	Identify important ideas in a text			
Thinking Within the Text	Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes			
	Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending			
18	Process a wide variety of complex dialogue			
kin	Understand words that represent abstract concepts			
hin	Understand connotative meaning and figurative use of words			
F	Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words including proper nouns & technical words			

# Guided Reading Level T skills Checklist

	Critique a text as an example of a genre		ТТ	T
Thinking About the Text				
	Evaluate author's use of characterization, plot  Support choices with specific descriptions of text features			
	Find the topic sentence or main idea of a paragraph			
			+	+
poort	Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters			
₹	Understand and discuss alternative interpretations of symbolism		-	
nking	Understand the structure of complex plots in fiction and the organization of the text in nonfiction, sometimes using graphic organizers			
Thi	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)			
	Infer themes and ideas from illustrations in graphic text			
	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography			
ext	Build meaning across several texts (fiction and nonfiction)			
e Te	Infer the meaning of symbols that the writer is using			
d th	Find evidence in support of an argument			
you	Follow multiple characters in different episodes, inferring their feelings about and influence on each other			
g Be	Use situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives			
Thinking Beyond the Text	Integrate existing content knowledge with new information from a text to consciously create new understandings			
T T	Use knowledge from one text to help understanding diverse cultures and settings encountered in new texts			
	Support predictions with evidence from the text or from knowledge of genre			
	Change style and pace of reading to reflect purpose			
Text	Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts			
in the	Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion			
Thinking Within the Text	Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue			
nkinį	Search for and use information in a wide range of graphics and integrate with information from print			
Thi	Understand connotative meaning and figurative use of words			
	Derive meaning of words that reflect regional or historical dialects as well as words from languages other than English			

# **Guided Reading Level U skills Checklist**

Thinking About the Text	Use other sources of information to check authenticity of a text when questions arise			
	For historical fiction, evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources			
	Identify the mood of a piece of writing			
	Examine character traits in a complex way, recognizing that they are multidimensional and change over time			
g Ab	Understand the meaning of symbolism when used by a writer to create text			
inking	Understand the structure of complex plots in fiction and the organization of the text in nonfiction, sometimes using graphic organizers			
<b>—</b>	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and hybrid texts)			
	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography			
	Build meaning across several texts (fiction and nonfiction)			
Text	Infer the meaning of symbols that the writer uses to convey and enhance the meaning			
the	Find evidence to support ideas and draw conclusions			
puo	Integrate existing content knowledge with new information from a text to consciously create new understandings			
Thinking Beyond the Text	Acquire new perspectives and content through reading both fiction and nonfiction texts about diverse cultures, times, and places			
inkir	Connect characters across texts by circumstances , traits, or actions			
È	Connect and compare texts within genres and across genres			
	Use characteristics of genre as a source of information to make predictions before and during reading			
ext	Exercise selectivity in summarizing the information in a text ( most important information or ideas and reacts focused by the reader's purpose			
the T	Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion			
Thinking Within the Text	Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue			
inking	Follow complex plots, including texts with literary devices (flashbacks and stories within stories			
Th	Automatically & flexibly use a wide range of word solving strategies			

# Guided Reading Level V skills Checklist

-			
+	Use other sources of information to check authenticity of a text when questions arise		
Thinking About the Text	Notice and discuss the meaning of symbolism when used by a writer to create texts, including complex fantasy with good & evil		
	Talk about how the writer built interest and suspense across a story		
100	Notice and reflect on a writer's use of idioms		
ng Ak	Discuss the selection of genre in relation to inferred writer's purpose for a range of texts		
ninki	Begin to recognize and understand satire and its purposes and characteristics		
F	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and other nonfiction, hybrid texts)		
	Infer setting, themes, plots, and characters' traits from illustrations		
	Identify significant events and tell how they are related to the problem of the story or the solution		
e Tex	Infer the meaning of symbols that the writer uses to convey and enhance the meaning		
the	Find evidence to support ideas and draw conclusions		
Thinking Beyond the Text	Integrate existing content knowledge with new information from a text to consciously create new understandings		
ng Be	Use situations focusing on the problems of preadolescents and adolescents to develop new perspectives on readers' own lives		
ninkir	Connect characters across texts by circumstances , traits, or actions		
F	Build meaning across several texts		
	Use characteristics of genre as a source of information to make predictions before and during reading		
ext	Construct summaries that are concise and reflect the important and overarching ideas and information in texts		
the T	Process texts with a variety of complex layouts with some pages of dense print		
Thinking Within the Text	Gain important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue		
ıking	Follow complex plots, including texts with literary devices (flashbacks and stories within stories		
Thir	Automatically & flexibly use a wide range of word solving strategies		

# Guided Reading Level W skills Checklist

	4			
Thinking About the Text	Evaluate how the writer has used illustrations and print to convey the big idea			
	Become critical of the subjects of biography			
	Express tastes and preferences in reading and support choices with specific descriptions of text features			
	Critique a text as an example of a genre			
out th	Analyze works of fantasy to notice classical motifs such as "the quest", "the hero", and symbolism representing good and evil			
ng Abc	Understand when a writer has combined underlying organizational structures and be able to represent in diagrams or graphic organizers			
inkii	Identify the selection of genre in relation to inferred writer's purpose for a range of text			
È	Begin to recognize and understand satire and its purposes and characteristics			
	Notice and discuss aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir, diaries, and other nonfiction, hybrid texts)			
	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography			
Text	Infer the meaning of symbols that the writer uses to convey and enhance the meaning			
inking Beyond the Text	When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read			
OÁE	Draw conclusions from information			
ng Be	Express changes in ideas or perspective across the reading after reading the text			
rhinkii	Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography an in the imaginary worlds of high fantasy			
	Use characteristics of the genre and evidence from the text to support predictions			
ext	With rehearsal, read texts orally with dramatic expression that reflects interpretations or the deeper meaning of the text			
Thinking Within the Text	Construct summaries that are concise and reflect the important and overarching ideas and information in texts			
	Search for and use information from texts (both fiction and nonfiction) that have unfamiliar concepts and ideas within a single chapter or section			
	Gain important information from much longer texts, most with no illustrations (fiction)			
kin	Understand the meaning of words when an author uses satire			
Thin	Using word-solving strategies, background knowledge, graphics, text content and readers' tools to solve words, including content-specific and technical words			

# Guided Reading Levels X, Y, & Z skills Checklist

	Evaluate how the writer has used illustrations and print to convey the big idea	
Thinking About the Text	Identify contradiction	
	Derive the author's purpose & beliefs even when not explicitly stated	
	Recognize differentiation of plot & structures for different purposes & audiences	
out t	Identify author's use of literary devices such as exaggeration, imagery, personification, and irony	
Abc	Distinguish between fact & fiction	
) Br	Differentiate between internal & external conflict	
iš	Compare and contrast multiple points of view	
Į. Ti	Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias	
	Recognize & interpret a writer's language to convey irony	
	Recognize & understand satire, parody, allegory & monologue & their purposes & characteristics	
	Infer the big ideas of a text & discuss how they are applicable to people's lives today	
inking Beyond the Text	Infer characters' or subjects' thinking processes and struggles at key decision points in their lives in fiction or biography	
d the	Acquire new content & perspectives through reading fiction & nonfiction texts about diverse cultures, times, & places	
eyon	Build meaning and develop abstract concepts across a large number of varied texts	
ng B	Make connections between satirical literature & the issues they represent	
Thinki	Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography an in the imaginary worlds of high fantasy	
	Make & continually revise a wide range of predictions based on personal experiences, content knowledge, & knowledge of similar	
Text	Adjust the reader's stance to better understand genres, such as complex fantasy, & special forms, such as satire, parody, or allegory	
Thinking Within the Text	Construct summaries that are concise and reflect the important and overarching ideas and information in texts	
	Gain important information from texts with complex plots, multiple characters & episodes, and long stretches of descriptive	
V Bu	Monitor understanding closely, searching for information within and outside the text when needed	
hinki	Understand when a writer uses words in a satirical, symbolic, or ironic way that meaning can change	
Ė	Understand a variety of words that represent big ideas & abstract concepts	

## Appendix B

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

%[curdate] %[name]

%[rcvrname] %[rcvradd4]

%[rcvrcsz]

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!

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] %[rcvrcsz]

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!

## Northeastern Clinton Central School District Rouses Point Elementary School Maple Street Rouses Point, NY 12979 (518) 297-7211

%[curdate] %[name]

%[rcvrname] %[rcvradd4] %[rcvrcsz]

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!

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] %[rcvrcsz]

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!

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]

%[rcvrcsz]

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!

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]

%[rcvrcsz]

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!

## Appendix C

## NCCS Student Support Team Referral

Check the type of referral:	
RTI –Tier III (lack of progress)	Other
Date	
Name	Date of Birth
Address	Phone
Age Grade Teacher	
Person making referral	
Please briefly describe reasons for reques	sting a Student Support Team Meeting:
Has contact with parent been made? (Expl	ge <b>Date (graphs)***</b> lain)
Signature of people who should attend me	eeting:
How long is needed for this meeting?	
Signature of Principal	Date

## This side is completed by SST Chairperson.

Meeting Scheduled for:	Day					
	Time					
	Location					
Dutcomes:						
	*					