

**KINDERGARTEN**

<b>Universal Skill</b>	<b>At-Risk Criteria</b>	<b>Screening Process</b>	<b>When</b>	<b>Who</b>
<b>Virtual Academy</b>	Not showing up to Zoom meetings, not turning in any assignments, not coming for testing each month	Observation during lesson	Daily	Virtual academy teachers
	Not being consistently engaged in virtual lessons (like not participating during Heggertys) which is resulting in not showing growth on assessments	Attendance in TAC	Two to three weeks	
<b>Reading</b>	Lacks phonological awareness	Unit Assessments	End of Year	Classroom Teachers
	Can't ID letters and don't know letter sounds DIBELS scores below: LNF 40, PSF 40, NWF 27 (sounds)	DIBELS and End of Unit 7 Assessment		
	DSA-Not mastered features A & C	DSA		
<b>Writing</b>	Cannot write letters	End of Unit 7 Assessment	End of Year	Classroom Teachers
	Cannot write name			
<b>Number Sense</b>	Can't recognize numbers to 10	Common Assessment	End of Year	Classroom Teachers
	Can't write numbers to 10			
	Can't count one to one			
	Can't count to 50			
<b>ELL</b>	Does not speak English	Observational notes	Daily	Classroom Teachers
	Does not understand English			
<b>Social and Academic Behaviors</b>	Students that don't know their name (when you call their name they don't respond).	Observation, office referrals, teacher notes	Daily	Classroom and Special Area Teachers
	Student is not ready to learn. Student is "checked out" and/or nonverbal.			
	Defiant - to the point where everything is no. Rarely complies with direction.			
	Repeated aggressive behavior toward adults, other students, and self.			
<b>Health and Home</b>	Parents are not able to work with their child at home. Student is not getting home support.	Observation in class - looking at student's ability to respond to questions in class and participate in classroom discussions. Discussions and conversations in class.  On registration sheet.	Daily	Classroom and Special Areas
	Students have limited oral language experience at home.			
	Poor nutrition - not getting fed.			
	Poor hygiene - dirty body, dirty clothes. Clothes and shoes that don't fit - too big or too small.			
	Students who are abused, neglected, parents frequently incarcerated, parent on drugs, student in foster care.			
	Traumatic events in life (someone they know is shot, house burns down, loss of family members to COVID).			
	Homelessness.			

## First Grade

Universal Skill	At-Risk Criteria	Screening Process	When	Who
<b>Virtual Academy</b>	Not showing up to Zoom meetings, not turning in any assignments, not coming for testing each month	Observation during lesson	Daily	Virtual academy teachers
	Not being consistently engaged in virtual lessons (like not participating during Heggertys) which is resulting in not showing growth on assessments	Attendance in TAC	Two to three weeks	
<b>Reading</b>	<p><b>BOY</b> *Lacks phonemic awareness *Can't ID letter *Don't know letter sounds * DSA-Not mastered features A &amp; C DIBELS* scores below: LNF 40, PSF 40, NWF 27 (sounds)</p> <p><b>MOY</b> * Not being able to blend words so that they are able to read it (C-A-T = cat) Can blend and read 8/10 CVC words EOY: Unable to read short vowel decodable passages</p>	DSA and DIBELS	3 times a year	1st grade teachers
<b>Writing</b>	<p><b>BOY:</b> Letters, Name</p> <p><b>EOY:</b> Must be able to write a complete sentence</p>	Unit Assessments	End of Units	1st Grade Teacher
<b>Number Sense</b>	<p><b>BOY:</b> Can't recognize numbers to 10, Can't write numbers to 10, can't count one to one, Can't count to 50</p> <p><b>MOY:</b> Can't recognize or write numbers to 100, add within 10, subtract within 10</p> <p><b>EOY:</b> add and subtract within 20</p>	Math Assessments & Teacher observations	End of every Module	1st grade Teachers
<b>ELL</b>	Can't speak any English	Speaking to student	Daily	1st Grade Teacher
<b>Social and Academic Behaviors</b>	<p>Lack of impulse control (unable to control their hands and feet, throwing object like desk, chairs etc)</p> <p>Trying to harm others or themselves</p> <p>Non-stop screaming and/or fit throw that distrubs the learning of others</p> <p>Serious lack of confidence</p>	Observation Office referrals	Daily	All teacher & staff
<b>Health and Home</b>	<p>Homelessness</p> <p>Excess absents/tardies</p> <p>Moves frequently</p> <p>Death or illness in family</p> <p>Traumatic event in family</p> <p>House fire</p>	<p>Registration sheet</p> <p>Attendance records</p> <p>Observations Conversations with the child/family</p>	Daily	All teacher & staff

Universal Skill	At-Risk Criteria	Screening Process	When	Who
Virtual Academy	Not showing up to Zoom meetings, not turning in any assignments, not coming for testing each month	Observation during lesson	Daily	Virtual academy teachers
	Not being consistently engaged in virtual lessons (like not participating during Heggertys) which is resulting in not showing growth on assessments	Attendance in TAC	Two to three weeks	
Reading	Entry based on 2nd grade data: DSA: A, B, C, E (2021-2022 add F)- not mastered	DSA	BOY, MOY	Classroom Teachers
	Dibels: NSW- CLS- 35 or less WWR 6 or less DORF WC 37 or less Accuracy 81% or less Retell: 8	DIBELS		
Writing	Cannot write all the of the alphabet in capitals and lowercase	Assessment created by 2nd grade	BOY and throughout the year to be dismissed	Classroom Teachers
	Cannot form a complete sentence.			
Number Sense	CGI Test	CGI Assessment	BOY and throughout the year to be dismissed	Classroom Teachers
	Cannot count to 100 with/without objects (5 seconds to get to next number-discontinue)	Observation of counting		
ELL	No English spoken at home	Assessments used above	BOY and throughout the year to be dismissed	Classroom Teachers
	Cannot say/write English alphabet			
	Cannot count to 25 in English			
Social and Academic Behaviors	2 office referrals in a nine week period	Office Referrals	Every 9 weeks	Anyone at BPS
	Social Behaviors: fighting, aggressive behavior, disrespectful to the teacher constantly, bullying, threatening, throwing objects multiple times to cause harm, doing harm to self and others.	Observations, behavior charts, office referrals		
	Academic Behaviors: refusal to do work everyday	Student work samples		
Health and Home	Poor attendance	Observational data, conversations with student, medical history	Daily	Anyone at BPS
	Student has health issues which need a care plan(asthma, cancer, seizures, diabetes)			
	Student is prescribed medication but doesn't receive it consistently			
	Student needs glasses/hearing aids but doesn't have them or doesn't wear them.			
	Family history of drug abuse, physical/sexual abuse.			
	Student is currently in foster care.			
	Student is in need of counseling services.			