



RESPONSE TO INTERVENTION PLAN
2018-2020

THE ELMSFORD UNION FREE SCHOOL DISTRICT

Board Approved: August 18, 2018

Mission Statement

The mission of the Elmsford Union Free School District is to optimize teaching and learning for student achievement.

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Response to Intervention Plan

Elmsford Union Free School District

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SECTION 1:
INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervenes by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI in the Elmsford Union Free School District is to determine if a student responds to scientific, research-based instruction and shall include appropriate instruction delivered to all students in the general education class by qualified personnel.

RtI represents an important educational strategy to close achievement gaps for all students, including students at-risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

Response to Intervention Defined

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

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K-4 in the area of literacy (the Elmsford Union Free School District uses a policy and procedure that includes 5th and 6th grade as well). These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using an RtI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to include minimally:
 - **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary

development, reading fluency (including oral reading skills) and reading comprehension strategies.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

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

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of**

reading. *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

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

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematics abilities and skills.
- **IF the student is determined to be making substandard progress in such areas** of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student’s rate of learning; and the parents’ right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

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

There are seven key components of Response to Intervention that will serve as a framework for the district plan. The following components will assist in the development of a strong RtI plan to assist all students:

1. Universal screening
2. Progress monitoring
3. Tiered service delivery
4. Data-based decision making
5. Parent involvement
6. Fidelity of implementation
7. Professional development

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. A 3-tiered model is used with the Elmsford Union Free School District. The graphic presented on the next page provides a visual illustration of the district’s RtI model. Further information for each tier follows the graphic.

Elementary RtI Plans
Reading and Math

	Tier 1	Tier 2	Tier 3
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier 1 instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
Program	Research-based curricula	Core instruction + additional research-based intervention & strategies designed to	Core instruction + additional research-based explicit interventions designed

		enhance Tier 1 instruction	to meet the individual needs of the student. Instruction is tailored to specific individual student learning goals
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the comparable ability/instructional level.	Homogeneous small group instruction. It is important that the group instructional focus be on the same skill deficits.
Frequency	60 minutes per day or more for reading/math as required by district, using differentiated instruction	A minimum of 3 days per week for 20-30 minutes each day, in addition to core instruction, or as prescribed by intervention, for 6-12 weeks.	A minimum of 5 days per week for 20-30 minutes each day, in addition to core instruction, or as prescribed by intervention, for 6-12 weeks
Assessment	i-Ready, State Assessments, CBA	i-Ready, State Assessments, CBA	i-Ready, State Assessments, CBA
Progress monitoring	Universal screener 3x/year	Every 2-3 weeks on targeted skill(s) and documented on district form	Weekly targeted skill(s) and documented on district form
Resources	Research-based curricula selected by district	e.g., Foundations, Wilson, research-based curricula	e.g., Foundations, Wilson, research-based curricula

Middle School RtI Plans
Reading and Math

	Tier 1	Tier 2	Tier 3
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier 1 instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
Program	Research-based curricula	Core instruction + additional research – based interventions and strategies designed to enhance	Core instruction + additional research-based explicit interventions designed to meet the individual

		Tier 1 instruction	needs of the student. Instruction is tailored to specific individual student learning goals
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the comparable ability/instructional level.	Homogeneous small group instruction. It is important that the group instructional focus be on the same skill deficits.
Frequency	40 minutes per day or more for reading/math as required by district, using differentiated instruction	A minimum of 3 days per week for 20-30 minutes each day, in ELA or Math, in addition to core instruction, or as prescribed by intervention for 6-12 weeks	A minimum of 5 days per week for 20-30 minutes each day, in ELA or Math, in addition to core instruction, or as prescribed by intervention, for 6-12 weeks.
Assessment	i-Ready, State Assessments, CBA	i-Ready, State Assessments, CBA	i-Ready, State Assessments, CBA
Progress monitoring	Universal screener 3x/year	Every 2-3 weeks on targeted skill(s) and documented on district form	Weekly targeted skill(s) and documented on district form
Resources	Research-based curricula selected by district	e.g., Wilson, research-based curricula	e.g., Wilson, research-based curricula

High School RtI Plans
Reading and Math

	Tier 1	Tier 2	Tier 3
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier 1 instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
Program	Research-based curricula	Core instruction + additional research-based intervention and strategies designed to	Core instruction + additional research-based explicit interventions designed

		enhance Tier 1 instruction.	to meet the individual needs of the student. Instruction is tailored to specific individual student learning goals.
Grouping	Multiple and flexible grouping formats	Homogeneous small group instruction with a reduced number of students. Groups must be at the comparable ability/instructional level.	Homogeneous small group instruction. It is important that the group instructional focus be on the same skill deficits.
Frequency	1 scheduled class period per day for ELA and Math ass required by district	A minimum of 3 days per week for 20-30 minutes each day in ELA or Math, in addition to core instruction, or as prescribed by intervention for 6-12 weeks.	A minimum of 5 days per week for 20-30 minutes each day in ELA or Math, in addition to core instruction, or as prescribed by intervention for 6-12 weeks.
Assessment	Formative/summative assessments	Formative/summative assessments	Formative/summative assessments
Program Monitoring	Universal screener 3x/year	Every 2-3 weeks on targeted skill(s) and documented on district form	Weekly on targeted skill(s) and documented on district form
Resources	Research-based curricula selected by district	Research-based curricula selected by district	Research-based curricula selected by district

Elementary School RtI Plan
Writing

	Tier 1	Tier 2	Tier 3
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier 1 instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
Program	Research-based curricula	Core instruction + additional research-based intervention and	Core instruction + additional research-based intervention and

		strategies designed to enhance Tier 1 instruction. Differentiated instruction is required.	strategies designed to enhance Tier 1 instruction. Instruction is tailored to specific individual student learning goals.
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a recommended number of no more than 15 students. It is important the groups be at the same ability/instructional level.	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	Direct instruction for writing as required by district	3 days per week for 20-30 minutes in addition to core instruction, or as prescribed by intervention, for 6-12 weeks.	5 days per week for 20-30 minutes each day in addition to core instruction, or as prescribed by intervention, for 6-12 weeks.
Assessment	Writing rubric	Writing rubric	Writing rubric
Progress Monitoring	Universal screener 3x/year	Once a month on targeted skill(s) and documented on district form	Bi-weekly on targeted skill(s) and documented on district form
Resources	Research-based curricula	Research-based curricula, multi-sensory strategies	Research-based curricula, multi-sensory strategies

Elementary, Middle and High RtI Plans
Behavior

	Tier 1	Tier 2	Tier 3
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier 1 instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
Program	Systematic plan for teaching/reteaching expectations; District Code of Conduct	Systematic plan for teaching/reteaching expectations; District Code of Conduct; direct Social	Systematic plan for teaching/reteaching expectations; District Code of Conduct; direct

		Skills instruction	research-based Social Skills instruction
Grouping	Multiple and flexible grouping formats to meet student needs	Multiple and flexible grouping formats to meet student needs	Homogenous small group/individual instruction. It is important that the group instructional focus be on the same skills deficits.
Frequency	Daily; thoroughly teach expectations at the beginning of the school year and review expectations after each extended school break. Provided by general education teachers.	2-3 days per week for 15-20 minutes each day in addition to core instruction, or as prescribed by intervention for 6-12 weeks. Provided by Guidance Counselor, Social Worker, Psychologist or Assistant Principal.	3-5 days per week for 15-20 minutes each day, in addition to core instruction, or as prescribed by intervention for 6-12 weeks. Provided by Guidance Counselor, Social Worker, Psychologist or Assistant Principal.
Progress Monitoring	Review office referrals monthly. (4 referrals qualify for Tier 2). Teacher referrals on a case by case basis.	Review office referrals monthly; detention slips; review documentation of progress monitoring for the behavior of concern (8 office referrals and/or a pattern of behavior qualifies for Tier 3)	Review office referrals monthly; review documentation of progress monitoring for the behavior of concern.
Assessment	Behavior rubric (for use with students not responding to Tier 1 intervention).	Behavior rubric (completed every 2-3 weeks until student reaches level 3. When 3 data points with no progress have been reached, student moves to Tier 3.	Behavior rubric (completed weekly until student reaches level 3).
Resources	Class specific behavior expectation plan; behavior notebook, 7 Habits of Highly Effective People	e.g., Class specific behavior expectation plan; behavior notebook, 7 Habits of Highly Effective People, direct Social Skills instruction	Class specific behavior expectation plan; behavior notebook, 7 Habits of Highly Effective People, direct Social Skills instruction

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

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

Universal Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

Students are screened three times during the school year as per the district assessment plan to identify those who need instructional and behavioral support through interventions. If screening results indicate students are not meeting standards, those students receive appropriate interventions and differentiated instruction in the classroom to meet their needs. The Elmsford Union Free School District is using i-Ready to screen for reading and mathematic skill deficiencies for students in grades K-8.

The table presented below provides descriptive information regarding the universal screening procedures used at the Elmsford Union Free School District.

Screening Tool(s)	i-Ready
Frequency of Administration	3
Grades Screened	K-8
Screening Administrator(s)	Building Staff
Location	Classroom

Considerations for Screening Assessments for English Language Learners

Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students’ performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ENL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving ENL services; this result may have been due to language proficiency and vocabulary differences. Cross and Lesaux (2010), demonstrated that overall reading and comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals.

Considerations for English Language Learners:

1. Use tools with demonstrated reliability and validity to identify and monitor students’ need for instructional support in reading.
2. Assess students’ language skills to provide an appropriate context regarding evaluation of current levels of performance.
3. Evaluate the potential effect of the process on current performance.
4. Plan instruction based on what is known about the student’s current level of performance and his or her literacy experiences.

5. Comparing English Language Learner’s performance with “true peers” (i.e., students with similar language proficiencies and cultural and experiential backgrounds)

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student’s movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Progress monitoring is the process of using skill specific curriculum based probes to assess the progress of students in Tier 2 and Tier 3 after direct instruction is delivered. It is one form of evidence when decisions are made to either discontinue or continue interventions. Progress monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed. Students who receive Tier 2 interventions are progress monitored every 2-3 weeks with data results placed on district forms. Those students who are Tier 3 are progressed monitored weekly with data results placed on district forms.

The Elmsford Union Free School District uses i-Ready and formalized skills based assessments to determine a student’s movements across the tiers by examining rate of progress and level of performance over time.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student’s abilities. Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs the “what to teach” and the “how to teach”. They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

SECTION 4:

TIER ONE

Tier One is considered the primary level of intervention at the Elmsford Union Free School District and always takes place in the general education classroom. Tier One involves appropriate instruction in reading delivered to all students in the general education classroom which is delivered by qualified personnel. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals. Core curriculum and whole group instruction should be reviewed on an ongoing basis. The following matrix provides details on the nature of

Tier One at the Elmsford Union Free School District in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K	[R] Literacy Collaborative	Classroom Teacher	Daily	1.5 hours	Classroom
	[M] Engage NY Math Modules	Classroom Teacher	Daily	1.0 hour	Classroom
1	[R] Literacy Collaborative	Classroom Teacher	Daily	1.5 hours	Classroom
	[M] Engage NY Math Modules	Classroom Teacher	Daily	1.0 hour	Classroom
2	[R] Literacy Collaborative	Classroom Teacher	Daily	1.5 hours	Classroom
	[M] Engage NY Math Modules	Classroom Teacher	Daily	1.0 hour	Classroom
3	[R] Literacy Collaborative	Classroom Teacher	Daily	1.5 hours	Classroom
	[M] Engage NY Math Modules	Classroom Teacher	Daily	1.0 hour	Classroom
4	[R] Literacy Collaborative	Classroom Teacher	Daily	1.5 hours	Classroom
	[M] Engage NY Math Modules	Classroom Teacher	Daily	1.0 hour	Classroom
5	[R] Literacy Collaborative	Classroom Teacher	Daily	1.5 hours	Classroom
	[M] Engage NY Math Modules	Classroom Teacher	Daily	1.0 hour	Classroom

In Tier 1 or core instruction, all students receive research-based, developmentally appropriate academic and behavior instruction within the general education classroom. Research indicates that approximately 80% of all students will respond with success to core instruction alone.

Student progress data along with the universal screening results are utilized to identify students not meeting academic or behavioral expectations. Students who have not responded to core instruction and differentiated instruction are recommended for Tier 2.

Description of Core Program:

Evidence based:

- Journeys Reading Program
 - Journeys is a K–6 comprehensive, research-based English Language Arts program built on the foundation of the proven Journeys instructional design that provides all students with a path to achieving rigorous standards with print and state-of-the-art digital components.
 - Students are empowered by skill mastery, inspired by authentic, award-winning text, and are confident—confident in their problem-solving and critical-thinking skills, confident in their ability to analyze complex text, and confident that they are building the skills they need for college and careers.

- Engage NY.org Math Modules

Elements of core (five pillars):

Based on the i-Ready assessment, instruction and interventions will be matched to the student’s needs in one or more of the five pillars of reading (phonological awareness, phonics, high-frequency words, vocabulary, and comprehension: literature and informational text.

Tier 1 Checklist	
	Notify parents about forthcoming universal screener and its importance.
	Universal screening assessment is given according to district policy.
	Data is disaggregated by classroom teachers/principals.
	Notify parents of universal screener results.
	Data indicates student is a grade level learner or above, no interventions needed.
	If data indicates student is performing below grade level expectations, teacher should provide differentiated instruction within the classroom and collect data points from progress monitoring to indicate progress or lack of progress.
	If student does not show progress, teacher should complete RtI Referral Form and submit to RtI Team.

Differentiation Strategies:

READING COMPREHENSION

- Read questions first
- Highlight important information
- Key words

- After reading a story, ask students to tell the setting, main characters, etc....connect to real life and identify vocabulary
- Acting out a story after reading
- Sketch scenes from the story to illustrate what the story was about
- Graphic organizers to illustrate main ideas
- Use the phrase “I challenge you” to challenge students to find in-text examples when answering comprehension questions
- Book shares
- Read and discuss titles, subheadings, and captions before reading
- Give students a bookmark with sentence starters when asking for written or verbal responses to questions
- Use sticky notes with important details
- Students use mental imagery to construct pictures of what they are reading
- Explain what happened in the story in the student’s own words
- Child read short passages then teacher checks for understanding
- Stop and Jot: stop reading at certain points of a story and record information
- Summarize reading verbally/written
- Guided reading
- Retelling
- Predicting stories
- Use post-it notes while reading
- Think alouds
- Comparing/contrasting with other stories or experiences
- Draw a picture of story events

WRITEN EXPRESSION

- Computer use instead of handwritten work
- Require writing for different areas of center time
- Proofread own work to look for errors
- Teach visualization of what to write, then write
- Ungraded writers’ notebooks to generate writing topics
- Use of graphic organizers to edit and write complete sentences

- Use different color ink to include punctuation on first draft
- Use a visual chart or checklist of the writing process
- Mapping and spider diagrams help students “map” what they are going to write
- Use different color inks to edit
- 4 block writing model
- One-on-one editing conferences
- Encourage descriptive words
- Use graphic organizers to organize thoughts before writing
- Tell the story orally before writing
- Student choice of topics
- Opportunities to share “published” work
- Show a picture – write. Begin with one sentence, work up to a paragraph
- Begin writing with a list of ideas. Write a sentence from each idea. Put sentences together to make a paragraph.

SPELLING

- A choice of choosing the misspelled word instead of oral dictation
- Staple list in spelling notebook so that homework and list are in one place
- Use of magnetic letters
- Use of a symbol system to award bonus points on tests based on homework completion
- “Buddy study”
- Word scrambles
- Grouping words by syllables
- 5 Easy Steps:

1. See it/say it
 2. Spell it aloud
 3. Trace it
 4. Write it from memory
 5. Check it
- Cover – copy – compare: correctly spelled words in one column with space to the right of the words for the student to write each word.
 - Each student compiles a private dictionary of words he or she knows and uses
 - Fill in the missing letters of spelling words
 - Word walls
 - Use magnetic letters to practice spelling words
 - Rainbow Write – use colored markers on a whiteboard
 - Look for patterns in spelling words
 - Make spelling lists based on words with the same rule
 - Nightly spelling practice

MATH COMPUTATION PROBLEMS

- Use everyday examples of how we use math
- Use of manipulatives
- Math journals
- 4 step problem solving method to comprehend word problems
- Highlight important information in word problems
- Use pictures to draw out math problems
- Problem of the day
- Creating their own math problems
- Use large sized graph paper to keep numbers lined up

- Use clue words to tell student what operation is needed
- Use child's name when writing word problems and make them as real to students as possible
- Use dry erase boards for students to complete a problem and hold up their answers
- Fast facts relay game
- Post word problem vocabulary
- Use rhymes and sayings to remember concepts
- Use timed math quizzes to strengthen skills
- Think and discuss word problems. Think about what needs to be solved and discuss the way to solve the problem.
- Model word problem, solving strategies as a whole group
- Highlight or underline key words in word problems
- Implementation of computer based programs/applications

BEHAVIOR STRATEGIES

- Write a contract with the student specifying what behavior is expected
- Have the student keep a chart or graph of the homework assignments turned into the teacher
- Give directions in a variety of ways in order to increase the probability of students' understanding
- Reinforce the student for attempting and completing assignments based on the amount of work he/she can successfully complete
- Maintain consistency in daily routine
- Provide the student with a predetermined signal when he/she begins to display off-task behaviors
- Establish classroom rules, reiterate classroom rules, reinforce students for following rules
- Teach the student direction-following skills
- Deliver reinforcement for any and all measures of improvement

- Teach the student note-taking skills
- Modify instruction to include more concrete examples in order to enhance student learning
- Teach the student appropriate ways to respond to visual and auditory stimuli in the classroom
- Provide the student with clearly stated criteria for acceptable work
- Conduct a preliminary evaluation of the work, requiring the student to make necessary corrections before final grading
- Teach the student acceptable ways to communicate displeasure, anger, frustration, etc.
- Teach the student problem-solving skills
- Do not leave a lot of unstructured time for the student
- Deal with the student in a calm and deliberate manner rather than in a manner that would show evidence of shock and surprise
- Teach the student to “think” before acting

Fidelity of Implementation:

Fidelity as defined by Webster is faithfulness to something to which one is bound by pledge or duty, and it implies strict and continuing faithfulness to an obligation, trust or duty. Fidelity to Response to Intervention means much the same thing. For RtI purposes, it is simply the implementation of interventions as determined by the validated research. It also could be said that it refers to teacher, student and parent buy-in to the importance of the entire RtI system. Without fidelity from all stakeholders, RtI is not as effective for the students and not as rewarding to the teachers and parents.

Considerations of Core Program for English Language Learners

Culturally responsive instruction uses the cultural knowledge, prior experiences, performance styles and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subject and skills routinely taught in schools.

Culturally responsive teaching means that the student’s prior experiences, including funds of knowledge, home language background, and socio-cultural background are considered. A review of the student’s socio-cultural background should address culturally and linguistically-based issues of motivation and the student’s prior knowledge of the material being learned or studied. For example, students with different cultural backgrounds may be motivated to a greater degree by rewards for collaborative, group efforts than on individual tasks. All of these variables help to determine how the student learns best, in what settings, and under what teaching direction. In some cases, a student may not benefit from a specific learning strategy simply because he/she needs a different learning or teaching approach, not because he/she cannot comprehend the content of the lesson.

Prior to making decisions about a student’s reading fluency, teachers should consider the relationship between the student’s language proficiency and his/her literacy skills. In the case of LEP/ENL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second language.

The issue of linguistic proficiency and vocabulary comprehension is also important when collecting data and measuring math skills. Vocabulary comprehension has been identified as a major variable in the understanding of math concepts. Computational concepts, algorithms, numerical concepts, measurement concepts and the structure of word problems are not necessarily universal.

Three major variables should be considered when assessing and planning appropriate instruction for students who are LEP/ENL:

- language (literacy and oracy in both native and second languages),
- culture, and
- educational history.

These variables remain consistent across all tiers; what changes is the intensity of instruction, possibly the instructional setting (e.g., instruction in another classroom with students who have similar concerns), and depending upon the Tier, some of the key instructional staff may vary.

When an ENL student becomes the focus of concern, the instructional program tier itself must be examined to determine the match between the demands of the curriculum and the student’s current proficiency in the language of instruction. It is important to examine the achievement of the student’s “true peers” (i.e., students with similar language proficiencies and cultural and experiential backgrounds) to see whether or not they are excelling. If a majority of “true peers” within the school are struggling, this is an indication that the instruction is less than optimal for that group of students.

In addition to differentiation of instruction that is recommended for all students, differentiated instruction for LEP/ENL students should consider the student’s level of English proficiency and prior educational experiences to address cultural and linguistic differences. In particular, differentiated instruction should consider grouping to address the student’s levels of proficiency in the native language and English and the knowledge and skills that are to be learned (e.g., grouping with other LEP/ENL students or with native speakers of English).

When determining appropriate instruction/intervention at all levels for LEP/ENL students:

- consider the amount and type of ENL instruction the student received in the past and is currently receiving
- consider the impact of language and culture on instruction and learning
- contact the family to receive feedback and guidance regarding the student’s strengths, interests, and need
- ensure that the ENL personnel serve on the instructional decision-making team.

SECTION 5:

TIER TWO

Within the Elmsford Union Free School District Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of, core instruction students receive in Tier One. Instruction/interventions provided at this level/tier are designed to address the **SPECIFIC** needs or weaknesses of the student relative to the reading process. Instruction in Tier 2 typically involves small groups of students focused on the targeted area(s) of deficit.

Curriculum and Instruction:

The supplemental, research-based instruction in Tier 2 is designed to meet the needs of students who score below benchmark criteria in one or more critical areas of instruction by providing individual instruction, small group instruction, and/or technology assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier 2, the interventionist may be the classroom teacher, a specialized teacher or an external interventionist specifically trained for Tier 2 supplemental instruction. Tier 2 instruction and curriculum should be reviewed on an on-going basis.

Tier Two Supplemental Intervention (AIS – Reading/Math)						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	LLI/Math Instruction	Classroom Teacher/AIS Staff	3-5 days/week	20 minutes	Pull-Out or Push-In	3-5 students
1	LLI/Math Instruction	Classroom Teacher/AIS Staff	3-5 days/week	20 minutes	Pull-Out or Push-In	3-5 students
2	LLI/Math Instruction	Classroom Teacher/AIS Staff	3-5 days/week	20 minutes	Pull-Out or Push-In	3-5 students
3	LLI/Math Instruction	Classroom Teacher/AIS Staff	3-5 days/week	20 minutes	Pull-Out or Push-In	3-5 students
4	LLI/Math Instruction	Classroom Teacher/AIS Staff	3-5 days/week	20 minutes	Pull-Out or Push-In	3-5 students
5	LLI/Math Instruction	Classroom Teacher/AIS Staff	3-5 days/week	20 minutes	Pull-Out or Push-In	3-5 students

In addition to AIS or stand-alone services to be determined based on the specific needs of the student – additional Tier Two interventions could be:

- homework helper
- computer based programs to address specific weaknesses
- highlighted easy reader strip
- hearing and vision screening
- classroom observation (attention, etc.)
- behavior/communication journal
- RtI recommendations selected by the team (modified work, chunking of materials, modified tests/grading)
- RtI meeting
- Multi-sensory systematic and diagnostic instruction (e.g., Foundations, Just Words, Fountas & Pinnell, Wilson instruction)
- WIAT screening, Key Math, Speech, Occupational Therapy, Teacher of the Visually Impaired, Teacher of the Hearing Impaired screening.

Tier 2 or supplemental instruction provides research-based interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic and/or behavior

instruction to match their needs, based on results of continuous progress monitoring in addition to Tier 1 or core instruction. Approximately 15% of all students will respond with success to core and supplemental instruction. Instruction in Tier 2 typically occurs in small groups in which the focus of instruction is the targeted area(s) of academic and/or behavior weakness. Progress monitoring will determine if the student has made adequate progress with the intervention or if additional supports are needed.

<i>Tier 2 Checklist</i>	
	RtI team reviews referral form and student data form, gathers all data sources and convenes an RtI meeting.
	RtI team obtains permission for screenings if there are red flags indicating a concern.
	RtI meeting notes are recorded on district forms.
	Send letter to parents informing them of student need for additional intervention.
	Intervention plan is implemented with fidelity by general education teacher, interventionist, or other qualified building personnel.
	Progress monitoring is conducted every 2-3 weeks.
	Discuss progress monitoring at RtI meetings.
	Documentation indicates that parents are informed of progress.

Consideration of Tier 2 intervention/Instruction for English Language Learners

As is the case with students who are native speakers of English, LEP/ENL students who continue to struggle with the academic material will need further intervention. ENL students should be referred to the Response to Intervention for analysis to determine an appropriate instructional plan.

The Response to Intervention team should:

- review and analyze the data collected in Tier 1 documentation and conduct further assessments as needed, and make recommendations for Tier 2 intervention(s). For LEP/ENL students, the documentation should include the:
 - explanation of how instruction was differentiated to address native and second language issues and cultural differences;
 - amount and type of ENL instruction; and,
 - amount and type of native language instruction (as appropriate)
- select the instructional areas that need further, more intense intervention
- determine the extent of ENL instruction needed during Tier 2 interventions to ensure the student will benefit from the intervention.

SECTION 6:

TIER THREE

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. Tier 3 services include Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum with Tier 2 interventions. Tier 3 research-based interventions are more intensive to target the

student’s academic or behavioral skill deficits for remediation of existing problems. The interventions are more intense and the student’s progress is monitored more frequently.

Curriculum and Instruction:

Students who continue to have difficulty in acquiring necessary academic or behavioral skills require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer.

Tier Three Supplemental Intervention (AIS – Reading/Math)						
Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	LLI/Math instruction	AIS Staff	Daily	20 minutes	Pull out	1-5
1	LLI/Math instruction	AIS Staff	Daily	20 minutes	Pull out	1-5
2	LLI/Math instruction	AIS Staff	Daily	20 minutes	Pull out	1-5
3	LLI/Math instruction	AIS Staff	Daily	20 minutes	Pull out	1-5
4	LLI/Math instruction	AIS Staff	Daily	20 minutes	Pull out	1-5
5	LLI/Math instruction	AIS Staff	Daily	20 minutes	Pull out	1-5

In addition to AIS or stand-alone services , additional Tier 3 interventions are:

- any Special Education/504 services
- individualized counseling
- speech therapy

- occupational therapy
- physical therapy
- teacher of the visually impaired and/or hearing impaired
- functional behavioral assessment
- intensive day treatment referral
- referral to Andrus Mental Health
- Committee on Special Education referral
- Committee on Special Education meeting

Approximately 5% of all students will require Tier 3 or intensive instruction in addition to core and supplemental instruction to be successful. Tier 3 requires intensive, individualized, research-based instruction. Tier 3 interventions are more intensive to target the student’s academic and/or behavioral skill deficits, are delivered in a smaller group setting, and the student’s progress is monitored more frequently. Core academic and behavior instruction continues for students receiving Tier 3 interventions.

Tier 3 Checklist	
	Data indicates student is not responding to Tier 2 interventions.
	RtI meeting is scheduled to discuss lack of progress and increase in intervention; documentation indicates that parents are informed of progress.
	Intervention plan for Tier 3 should be added to Tier 2 plan.
	Intervention plan implemented with fidelity by general education teacher, interventionist, or other qualified building personnel.
	Progress monitoring is conducted weekly.
	RtI reconvenes to review progress data; documentation indicates that parents are informed of progress.
	If no progress, refer for special education evaluation.

Considerations of Tier 3 Intervention/Instruction for English Language Learners

- At least two years of ENL instruction

SECTION 7:

DATA-BASED DECISION MAKING

Determining Initial Risk Status

To determine which students may be at risk, the Elmsford Union Free School District uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Primary Data Source	i-Ready; End of year multi-measure scores
Secondary Data Source	Specific skill based assessment
Purpose	<ul style="list-style-type: none"> ● Identify who's at risk ● Identify the level of intervention a student requires ● Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved	Administrator, teachers
Frequency	Annually, 3 times per year

Student data is used as evidence for placing students into the tiered service delivery model. Data is triangulated from assessments such as i-Ready, along with state assessment scores, scores obtained from research-based curriculum assessments and teacher anecdotal records and professional judgement. All data is considered when placing students or removing them from the intervention model. Students are never placed or removed based on one piece of evidence.

Determining Student Response to Intervention

Another key decision made by the RtI core team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Elmsford Union Free School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the RtI core team can make an informed decision about a student's response to intervention.

Learning Disabled Determination

Effective on and after July 1, 2012, a school district must have a Response to Intervention process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of Learning Disabled, the Committee on Special Education must determine that a student's underachievement is not due to the lack of appropriate instruction in reading. Appendix A includes a form that is used for Learning Disabled documentation purposes.

SECTION 8:

PROFESSIONAL DEVELOPMENT

Part 200.2(ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Response to Intervention program and that such program is

implemented consistent with...” the specific structure and components of the Response to Intervention process selected by the school district.

Professional development is the essential piece of the RtI. Interventionists, general education teachers, administrators, both at the building level and the district level will be provided professional development to build a sound understanding of the philosophy and the execution of the district’s expectations to build fidelity and to ensure successful implementation for our students.

SECTION 9:
PARENT NOTIFICATION

In the Elmsford Union Free School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when an intervention is initiated (Tier 2 and Tier 3) via letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- The parent's right to request an evaluation for special education programs and/or services.

Parents of all students in the district are notified of the universal screening assessment dates through various methods. The principals will send out a Connect-Ed message and post information of the school website prior to the testing window beginning. Parents are explained the importance of the assessments and how the data from the assessments will be used to address individual student needs. Once data has been extracted from the assessments, parents are notified through written communication of their student's scores. Parents of those students who are placed in the intervention model are notified with explanations of the actions taken by the response to intervention team and notified of progress regularly.

Considerations for parents whose native language is not English

Per NYS CR Part 154.1-3, all school communication for parents whose native language is one other than English will have the information translated in the particular native language of the parents.

APPENDIX A

RtI – Based Specific Learning Disability Determination Worksheet

Student Information:

Name: _____ Date of Birth: _____
Grade: _____ Teacher: _____

Educational History:

Attendance: _____ Grade(s) Retained: _____
ELL/Reading or other support services:

Information from parent(s) concerning student's school history and progress: _____

Criterion 1

Failure to meet age- or grade-level state standards in one of eight areas when provided appropriate instruction:

A. Circle the area(s) in which the student did not meet the standard(s):

- Oral Expression Basic Reading Skills Mathematics Calculation
- Listening Comprehension Reading Fluency Skills Mathematics Problem Solving
- Written Expression Reading Comprehension

B. List the source(s) of documentation of student performance (*examples: score report for state or district assessment, scores from universal screening measures, or other English proficiency scores, norm-referenced assessment scores*).

Measure(s) Date(s) Student Score(s) Proficient Grade-Level Scores

<u>Measure(s)</u>	<u>Date(s)</u>	<u>Student Score(s)</u>	<u>Proficient Grade-Level Scores</u>

C. Has student's failure to meet grade level scores been discussed with parent(s)?

_____ Yes _____ No

Explain: _____

Criterion 2

Lack of sufficient progress in response to scientific, research-based intervention in the area(s) identified in Criterion 1.

A. List the scientific, research-based specific intervention(s) used with the student (*e.g., direct instruction: word identification and error monitoring; strategy in writing: editing and revision; multi-sensory instruction in math*), the dates implemented, how many times per week, and the length of each session. *Note the intervention(s) should have been recognized as scientific and research-based by the school district and/or a national resource.*

1. Intervention: _____

Interventionist: _____

Dates Implemented: _____

Number of times per week: _____ Length of each session: _____

Duration of each session: _____

Measure: Baseline: _____ Goal Score^a: _____ Goal rate of progress^{ab}: _____/week

Weekly scores: 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____ 9) _____ 10) _____
11) _____ 12) _____ 13) _____ 14) _____ 15) _____

Student's rate of progress^a: _____/week

Will student meet goal by end of the current school year? _____ Yes _____ No

Outcome: _____

2. Intervention: _____

Interventionist: _____

Dates Implemented: _____

Number of times per week: _____ Length of each session: _____

Duration of each session: _____

Measure: Baseline: _____ Goal Score^a: _____ Goal rate of progress^{ab}: _____/week

Weekly scores: 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____ 7) _____ 8) _____ 9) _____ 10) _____
11) _____ 12) _____ 13) _____ 14) _____ 15) _____

Student's rate of progress^a: ____/week

Will student meet goal by end of the current school year? ____Yes ____No

Outcome: _____

3. Intervention: _____

Interventionist: _____

Dates Implemented: _____

Number of times per week: _____ Length of each session: _____

Duration of each session: _____

Measure: Baseline: _____ Goal Score^a: _____ Goal rate of progress^{ab}: _____/week

Weekly scores: 1)____ 2)____ 3)____ 4)____ 5)____ 6)____ 7)____ 8)____ 9)____ 10)____
11)____ 12)____ 13)____ 14)____ 15)____

Student's rate of progress^a: ____/week

Will student meet goal by end of the current school year? ____Yes ____No

Outcome: _____

Criterion 3

Findings are not primarily the result of a visual, hearing, or motor disability, an intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

A. Information from parent(s) concerning visual, hearing, or motor disability, an intellectual disability, emotional disturbance, medical conditions, cultural factors, environmental or economic disadvantage, or limited English proficiency.

B. Does the student have any educationally relevant medical conditions that affect school progress?

Yes No

If **YES**, explain the medical conditions and their effects on school outcomes

here: _____

C. Does the student have an Intellectual Disability? Yes No

If **YES**, do not complete this form and instead refer to the requirements for eligibility on the basis of Intellectual Disability.

D. State the evidence showing whether the student displays any of the following and circle if it is the **PRIMARY** factor responsible for poor performance:

Visual impairment: _____
Hearing impairment: _____
Motor disability: _____
Emotional disturbance: _____
Environmental or economic disadvantage: _____
Limited English proficiency: _____

Does the team agree that one or more of the above factors affect the student's school success, but there is evidence that **NONE** of these factors are the **PRIMARY** factor responsible for the poor performance?

Yes No

If **YES**, explain how evidence of a specific learning disability is above and beyond the factors identified:

E. Are there cultural factors that could explain the student's lack of school progress?

Yes No

If **YES**, does the team agree that cultural factors affect the student's school success, but there is evidence of a specific learning disability above and beyond the presence of the cultural factors? Yes No

If **YES**, explain the cultural factors:

Criterion 4

Underachievement is not due to lack of appropriate instruction in reading^c or math.

A. Information from parent(s) about the student's school history and access to reading and math instruction:

B. What core academic instructional program(s) (*e.g., materials and methods*) were provided to the student with fidelity in the area(s) of concern:

C. Provide the name(s) of teacher(s) who implemented the core instruction:

D. Provide the percentage(s) of students^a in the same grade as the referred student meeting the proficiency benchmark in the most recent universal screening assessment:

E. Was the instruction adequate:

In **Reading^c** ? _____ Yes _____ No In **Math** ? _____ Yes _____ No

If the determinant factor for this student is lack of instruction in reading or math, then the child must **NOT** be determined to be a child with a disability.

Criterion 5

Observation(s) of student in the learning environment documents academic performance and behavior in areas of difficulty.

A. Provide details of the observation(s) conducted in the student’s learning environment. This might include one or more classroom settings.

	nt Area	er	vation Method	s

B. Attach detailed descriptions or reports of the observation(s).

Criterion 6

Specific documentation for eligibility determination includes required components.

A. This criterion is met by filling out this form accurately and completely and attaching relevant related documents.

The team must decide **both** whether (a) the student has a specific learning disability and (b) whether the student is eligible for special education services. Regarding identification of a specific learning disability, the team can make one of three decisions:

1. Based on the data provided on this worksheet, the team determines that the student **has** a specific learning disability.
2. As specified in IDEA [34 C.F.R. Section 300.309(c)], the parent(s) and school district can agree to extend the timeline for initial evaluation beyond 60 days^d.
3. Based on the data provided with this worksheet, the team determines that the student does not have a specific learning disability.

B. Based on the data provided with this worksheet, the team determines that the student:

1. **Is** eligible for special education services
2. **Is Not** eligible for special education services

C. If this student does not have a specific learning disability and/or is not eligible for special education, what are the planned steps for meeting this student’s current learning needs (e.g., differentiation in Tier 1 core instruction, additional Tier 2 or Tier 3 intervention):

D. Signatures

1. The following team participants **agree** with the above-stated findings and results:

Full Name	Signature	

2. The following team participants **DO NOT agree** with the above-stated findings and results:

Full Name	Signature	

^a For students from cultural and/or linguistic minority populations, consider whether to compare this student’s performance with that of “true peers” who are from the same language and/or cultural background.

^b If applicable for assessment type (i.e., curriculum-based measures).

^c Effective reading instruction should include elements that teach five critical areas of literacy: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies (ESEA §1208 (3) and the National Reading Panel, 2000).

^d The extension must be documented in writing by the school district and include the reason(s) for the extension and the specific date by which the evaluation must be completed, and must be signed by both the parent(s) and a school district representative and dated.

APPENDIX: B

Parent Notification Sample Letter

[School Letterhead]

[Date]

[Parent Name
Address]

RE: [Student name: Date of birth]

Dear [Parent Name]:

We are pleased to provide Response to Intervention (RtI) services to your son/daughter. The goal of RtI is to help ensure academic success for all of our students. RtI is a school-based process by which students are regularly screened and monitored to assess if they are responding to classroom instruction and progressing as expected. This service supports our goal to properly prepare students to meet the New York State Common Core Learning Standards in Literacy and Mathematics.

All students are Universally Screened three times per year in grades Kindergarten through grade seven. Using the results of the screening, grade level literacy and mathematics benchmarks, NYS English Language Arts and Mathematics Assessments, and classroom performance, students are placed in one of the following tiers:

Tier 1 – progressing as expected with instruction provided in the classroom.

Tier 2 – additional support with targeted instruction. This can be in the form of small group instruction, additional instructional time, or a variety of other interventions both within and outside of the classroom.

Tier 3 – students not adequately progressing in Tier 2 services or who have qualified by the results of scores are provided with more intense and frequent intervention services often with specialized programs or materials.

ELA

___ Tier 2 Services

___ Tier 3 Services

Instructor's Name: _____

Service: _____

Frequency: _____

Strategies used to increase student's rate of learning:

Ongoing progress monitoring every [indicate frequency] will help determine the specific level of interventions and the need to continue or terminate these services.

If you have any questions, please call [service provider] at [school phone number].

Sincerely,
[Building Principal]

**According to NYS Commissioner Regulations, parents have the right to request an evaluation for special education programs and/or services. [8 NYCRR section 100.2(ii)]*

APPENDIX: C

Parent Termination of Services Sample Letter
[School Letterhead]

[Date]

[Parent Name
Address]

RE: [Student name: Date of birth]

Dear [Parent Name]:

We are pleased to inform you that your son/daughter no longer requires Response to Intervention (RtI) Tier 2 or Tier 3 services. The goal of RtI is to help ensure academic success for all of our student. RtI is a school based process by which students are regularly screened and monitored to assess if they are responding to classroom instruction and progressing as expected. This service supports our goal to properly prepare students to meet the New York State Common Core Learning Standards in [Literacy/Math].

Your child will continue to be monitored within the classroom setting to ensure academic success.

If you have any questions, please call [Service Provider] at [school phone number].

Sincerely,
[Building Principal]

