Hamilton Central School District

Response To Intervention Plan

.

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Acknowledgements

The Hamilton Central School District extends sincere thanks to the District RtI Committee members who have given their time and effort to update our Response to Intervention Plan.

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MISSION STATEMENT and PHILOSOPHY

The Hamilton Central School provides a wide range of traditional and innovative learning opportunities in a safe, caring, and challenging environment for all students.

In preparing students to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the Hamilton Central School District will:

- Recognize their responsibility to help meet the physical, intellectual, and emotional needs of children, in particular the needs to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.

- Accept primary responsibility for directing students towards mastery of the skills of learning, thinking and problem-solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage, and for stimulating them to productive work in the various areas of human behavior.

- Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitude which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

In an effort to achieve these ends, the Board of Education adopts School Board Policies that establish the general objectives of the District and define the limits within which, freedom of judgment may be exercised by individuals employed by the District.

RATIONALE

Effective July 1, 2012, all school districts in NYS must have an RtI program in place as part of their evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. (NYSED, 2009) A school district shall not use the severe discrepancy criteria to determine that a student in Kindergarten through Grade 4 has a learning disability in the area of Reading. (see Appendix A)

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 intervene by providing supplemental interventions targeted to their learning needs.

Response to Intervention Defined

Response to Intervention is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student.

RtI represents an important educational strategy to close achievement gaps for all students by preventing initial learning problems from becoming insurmountable gaps. Reading in the early grades is a primary focus of the RtI process. However, the process of data-based decision-making and the principles of RtI can apply to other content areas and behavioral issues for students in all grade levels.

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 evidenced-based interventions and adjust the intensity and nature of those interventions depending upon a student's responsiveness, and can assist in the identification of students with learning disabilities (NCRTI, 2010).

Key Components:

Tier 1

Tier 1 is identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Students who are struggling or not meeting success with the grade level curriculum are to be given additional support and/or intervention strategies within the general education classroom. Teachers may use flexible grouping, differentiated instruction, provide additional instruction to struggling students, or additional strategies to target skills development within the classroom.

Tier 2

When students are provided additional instruction and/or intervention strategies within the general education classroom and continue to struggle, the classroom teacher makes a referral to the RtI Team for review. The referral form is sent to the Director of Special Programs, who schedules a meeting of the RtI Committee. The RtI Team meets with the teacher and reviews student progress, interventions used and performance data. If it is decided that the student requires additional and more intensive assistance, the student is entered into Tier 2.

In Tier 2, students receive supplemental instruction in the area of difficulty. Supplemental instruction is provided in addition to, and not in place of, the core curriculum. In Tier 2 students receive research-based instruction targeting skill deficits in a small group setting for 20-45 minutes, three to five times per week. Tier 2 interventions can range in duration from 10-30 weeks based upon monitoring and student progress. Some students may be in Tier 2 longer than 30 weeks as they are making progress in that Tier.

Tier 3

If students continue to struggle or fall behind after receiving Tier 2, a written referral is made to the RtI Team for consideration of Tier 3 interventions. The referral is sent to the Director of Special Programs, who will convene the RtI Committee. The RtI team will meet with the teacher to review the progress of the student and, if necessary, will enter the student into tier 3.

Tier 3 differs from Tier 2 in terms of time, duration, group size, frequency, focus, and frequency of monitoring. In Tier 3 students receive instruction in small groups of 3-6 students for 30-60 minutes, four to five times per week. Progress monitoring is now done weekly instead of monthly.

(See Appendix B, C, and D for Referral/Meeting forms)

Resource links

www.edutopia.org

www.interventioncentral.org

www.rtinetwork.org

www.jimwrightonline.com

www.ascd.org

SECTION 2: RtI As A Multi-Tiered Prevention Framework

RtI serves as a multi-tiered prevention framework with increasing levels of instructional support. The Hamilton Central School District uses a three-tiered approach for our RtI process. The graphic below provides a visual representation of the District's RtI model. Additional information of each tier follows the graphic.

Tier 1: K-5

Focus: All students
Interventionist: General education teacher
Setting: General education classroom
Grouping: Varied and flexible, or individual
Curriculum: Scientific, research-based reading and writing instruction aligned to state standards and differentiated based on student need and ability
Duration: Year Long
Length of intervention sessions: Minimum of 90 minutes uninterrupted ELA instruction per day
Assessment: Universal screening 3 times per year; Fall, Winter, Spring
Progress monitoring: Student just below or a few points above the recommended benchmark score on universal screening may be progress monitored on a monthly basis

Tier 1: 6-12

Focus: All students
Interventionist: General education teacher
Setting: General education classroom

Grouping: Varied and flexible, or individual
Curriculum: Scientific, research-based reading/content instruction aligned to state standards and differentiated based on student need and ability
Duration: Year Long
Length of intervention sessions: Minimum of 49 minutes
Assessment: Curriculum-based assessments, classwork, quizzes, tests.
Progress monitoring: 5 week reports ,report cards. Struggling students may be monitored

Tier 1 Grades K-5 Interventions and Programs

Tier 1 is the primary level of intervention at the Hamilton Central School District and always takes place in the general education classroom and is provided by qualified teachers. The following chart provides details on the nature of Tier 1 in terms of the core program, interventionist, frequency, duration and location by grade level. The focus of the ELA program at HCS is to meet the expectations of the Common Core Standards and the reading foundational skills of phonemic awareness, word study, fluency, vocabulary and comprehension.

Grade	Core Program/Interventions	Interventionist	Frequency	Duration	Location
K	Reading/Writing Workshop Guided Reading Letter Recognition and Sounds Sight Words/High-Frequency Words Read Alouds Reading & Writing Reading A-Z Phonemic awareness Family Literacy Summer Reading	Classroom Teacher	Daily	60-90 Minutes	Regular Classroom
1-2	Reading/Writing Workshop Guided Reading Leveled Readers Classroom Big Books Decodable Books Sight Words/High-Frequency Words	Classroom Teacher	Daily	60-90 Minutes	Regular Classroom

	Word Work Writing Journal Read Alouds Conferences and Small Groups Reading A-Z Grammar, Usage, Mechanics Reading Buddies Family Literacy Summer Reading				
3-5	Reading/Writing Workshop Guided Reading Leveled Readers High-Frequency Words Writing Journal Close Reads Vocabulary Instruction Reading & Writing Read Alouds Reading A-Z News ELA/Time for Kids Grammar, Usage, Mechanics Reading Buddies	Classroom Teacher	Daily	60-90 Minutes	Regular Classroom

Description of Core Program

The Hamilton Central School District provides a balanced, comprehensive literacy program that promotes improved achievement for all students. We emphasize a focus on strategies to improve proficiency among students who struggle and expand approaches to differentiate instruction for those students already proficient or exceeding standards.

The core literacy program is aligned to the NYS and Common Core Standards. Writing instruction focuses on a variety of writing types as articulated in the Common Core Standards.

A variety of assessments are reported in the beginning, middle, and end of each school year. Regular pre and post unit assessments are also administered. The data gathered from assessments are the basis for identifying the instructional level to guide differentiated instruction in order to maximize each student's potential. The purpose of the assessment is to determine reading levels, create reading groups, plan efficient and effective instruction, identify students needing intervention, diagnose areas of reading difficulty, and to demonstrate student academic growth.

Considerations of Core Program for English Language Learners

Students who are designated as English Language Learners are instructed within the core curriculum with the support of an ELL teacher to help determine their ability to succeed in the classroom setting. For students identified as ELL, appropriate instruction is linguistically and culturally responsive and builds upon a student's cultural background.

Tier 2 Grades K-5 Interventions and Programs

Tier 2 in the HCSD is typically small group, supplemental instruction that is provided in addition to, not in place of, the core curriculum. Instruction/interventions provided in Tier 2 are designed to target the needs of at-risk students who struggle with the on-grade level standards or who have minor struggles with foundational skills. Tier 2 interventions are provided by the general education teacher, reading teacher, and/or other support personnel. This level of support should be provided after Tier 1 interventions have proven not to be successful.

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K-5	Decodables and leveled readers Reading A-Z Orton-Gillingham /Wilson Fountas and Pinnell Math - Do the Math Teacher Created resources Leveled Literacy Intervention Foundations Math supplemental math instruction Math supplemental	-General Education Teacher -Reading Teacher -Other Support Personnel -Math teacher	1-5 Times per week	20-40 minutes 8-10 Weeks with periodic review	Push in or Pull out	Flexible group size no larger than 8

Tier 3 Grades K-5 Interventions and Programs

Tier 3 is designed for those students who have been unresponsive to Tier 2 interventions and who demonstrate significant needs that warrant intensive instruction or intervention. Tier 3 interventions may support grade-level content, but often address academic needs that are more foundational.

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K-2	Leveled readers and Decodables Wilson Reading Fundations Fountas and Pinnell Teacher created materials Math supplemental materials Do The Math	General education Teacher Reading Teacher Other Support Personnel Math Teacher	1-5 Times per week	20-40 Minutes	Pull Out	1-3
3-5	Leveled Readers and decodables Wilson Megawords Wilson Reading System Fountas and Pinnell Teacher Created resources Math supplemental materials	General Education Teacher Reading Teacher Other Support Personnel Math Teacher	1-5 Times per week	20-40 Minutes	Pull Out	1-3

Tier 1: Grades 6-12 Interventions and Programs

Grade	Core Program Interventions Academic	Interventionist	Frequency	Duration	Location
6-12	-Castle Learning (E Science and Social Studies) -Essential vocabulary review -Review and prioritize assignments -After school help sessions -Partial notes -Extra credit allowance -1-1 pep talks -Re-word test questions -Student Learning Center -Chapter trackers -Text to speech for books -Parent contact and communication -Give novels out early -Assignment modification -Differentiated instruction	Classroom Teacher	Daily	49 minutes	Regular Classroom
	-Behavioral Interventions: -Rewarding positive behaviors -5-10 minute decompression times -Strategic seating -Physically active activities -Proximity interventions -Individual conferencing -Individual behavior plans				

Description of Core Program

At the secondary level, core programming is consistent with the NYS curricular requirements and Common Core Standards. ELA strategies are infused across curricular areas, as well as writing in all content areas.

Considerations for English Language Learners

Students who are designated as English Language Learners are instructed within the core curriculum with the support of an ELL teacher to help determine their ability to succeed in the classroom setting. For students identified as ELL, appropriate instruction is linguistically and culturally responsive and builds upon a student's cultural background.

Tier 2 Grades 6-12 Interventions and Programs

Tier 2 in the HCSD is typically small group, supplemental instruction that is provided in addition to, not in place of, the core curriculum. Instruction/interventions provided in Tier 2 are designed to target the needs of at-risk students who struggle with the on-grade level standards or who have minor struggles with foundational skills. Tier 2 interventions are provided by the general education teacher, reading teacher, and/or other support personnel. This level of support should be provided after Tier 1 interventions have proven not to be successful.

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
6-12	Small group targeted academic support, strengthening executive functioning skills	Content area Certified Teacher	1-4 times per week	49-60 minutes	SLC Room	Varies - no larger than 8
6-8	-Vocabulary strategies -Leveled literature - Fountas and Pinnell -Content area literacy strategies	Reading Specialist	3-4 days per week	49-60 minutes	Reading classroom	7-12
6-12	-Teacher created materials - Supplemental math -Study skills -Organizational skills - Test preparation	Math Specialist	1-3 days per week	49-60 minutes	Math Room	Varies - no larger than 8
6-12	individual counseling, group counseling, large group classroom instruction based on student needs	School Counselor	Varies by need	30 minutes	School Counseling Office	1-4

Tier 3 Grades 6-12 Interventions and Programs

Tier 3 is designed for those students who have been unresponsive to Tier 2 interventions and who demonstrate significant needs that warrant intensive instruction or intervention. Tier 3 interventions may support grade-level content, but often address academic needs that are more foundational.

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
6-8	Targeted reading skills in decoding and comprehension SRA Corrective Reading	Reading Specialist	4 days per week	49 minutes	Reading Classroom	3-5

Section 3: Assessment Within the RtI Framework

The RtI model uses 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. The assessments include universal screening, progress monitoring, and diagnostic assessments.

Universal Screening K-5

This assessment procedure is characterized by brief, efficient and repeatable assessment of age-appropriate skills (ie: identifying letters of the alphabet, reading a list of High-Frequency words) or behaviors. Screenings are done for the purpose of initially identifying students who are at-risk of academic failure and who may require monitoring, further assessment or supplemental instruction.

The table below provides information regarding universal screening used at HCS.

Screening Tool	Fountas and Pinnell, NWEA, NY State 3-5 ELA & Math Assessments
Frequency of Administration	3 times/year
Grade Screened	K-5
Screening Administrators	School Assessment Team
Location	HCS Elementary

Progress Monitoring

Progress monitoring is the practice of assessing student performance on an on-going basis to determine how well a student is responding to instruction. The data obtained from progress monitoring is useful in determining a student's rate of progress, the effectiveness of instruction, and determine the need for additional information. Data is also used to determine a student's movement through the RtI tiers.

The HCSD uses a variety of assessment tools to determine a student's movement across the tiers by examining rates of progress and level of performance over time. The table below shows information about progress monitoring within Tiers 1, 2, and 3

	Tier 1	Tier 2	Tier 3
Frequency of administration	Core: 3 times/year Monitor every 3 weeks	Every 2 weeks	Every 1-2 weeks
Administrator	Gen Ed teacher or other support personnel	Reading teacher Gen Ed Teacher Other support personnel	Reading Teacher Gen Ed teacher Spec ed teacher Other support personnel
Location	Classroom or alternate location	Classroom or alternate location	Classroom or alternate location
Assessments	Pre and Post Assessments for Reading/Writing workshop, Everyday Math Unit Assessments, NWEA, Reflex Math, Curriculum-based Assessments	Fountas and Pinnell Leveled Literacy Intervention Reading Records, Additional Assessments from Fountas and Pinnell Benchmark Assessment System, NWEA, Curriculum-based Assessments	Fountas and Pinnell Leveled Literacy Intervention Progress Intervention, NWEA, Wilson Benchmarking, Curriculum-based Assessments

SECTION 4: Data-Based Decision Making

A key component of an RtI framework is the use of data to inform educational decision-making at the student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help students succeed academically.
Within the RtI model, two major decisions need to be made about student performance:

1. Which students may be at risk for academic failure?
2. How well are students responding to supplemental, tiered intervention/instruction?

Determining Initial Risk Status

To determine which students may be at risk, the HCSD uses data obtained from universal screenings and a variety of other assessments (See Appendix C). Information from assessments are used at Committee on Special Education meetings, Student Support Group meetings, and other data meetings. See Appendix D for decision rules related to initial risk status.

Learning Disability Determination

Effective on or after July 1, 2012, a school district must have an RtI 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 LD, the CSE must determine that a student's underachievement is not due to the lack of appropriate instruction in reading.

SECTION 5: Professional Development

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with…” the specific structure and components of the RtI process selected by the school district.

The Hamilton Central School District will provide training and support to increase the understanding and practical use of the RtI plan. This will include:

- Consistent opportunities to revisit instruction and intervention strategies at each Tier
- Clear communication of purpose, structure, and decision rules for each Tier
- Effective use of data
- Progress Monitoring

SECTION 6: Parent Notification

In the Hamilton 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 via phone call or letter that includes:

The nature of the intervention their child will be receiving

- Type of intervention
- Frequency
- Duration
- Interventionist
- Location
- Response to intervention through progress monitoring

(See Appendix E)

Appendices

Appendix A: Legislative Background

Appendix B: Elementary RtI/CSE Referral Process

Appendix C: Secondary RtI/CSE Referral Process

Appendix D: Meeting and Referral Forms

Appendix E: Parent Notifications

Appendix A

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. 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 a RtI process to determine a student's response to research-based intervention.

Minimum Requirements- The Regents policy framework for RtI:

1. Defines RtI to minimally include:

• **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 prereferral 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 a 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*."

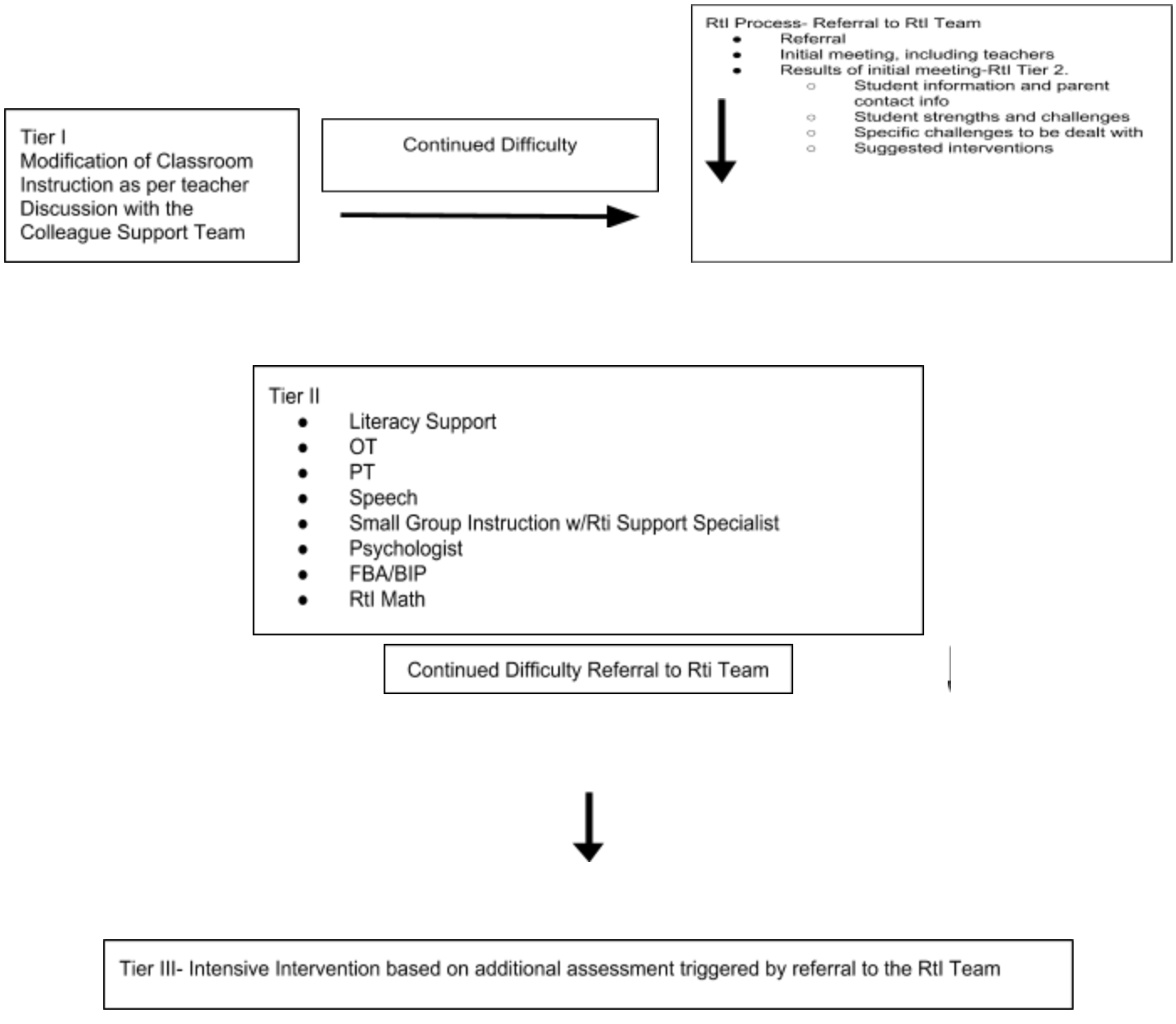
[8 NYCRR section 200.4(j)]
In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction 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.

Appendix B
Elementary
RtI/CSE Referral Process

If a parent, student or teacher is aware of any instructional difficulties in any class/subject, help and support is only one referral away. Our Response to Intervention program allows students to access support in the classroom with support specialist or in a small group instruction. The interventions are based on the child's individual needs and the interventions are specific to their learning profiles. Please contact your son's/daughter's School Counselors to begin the referral to begin the referral process.

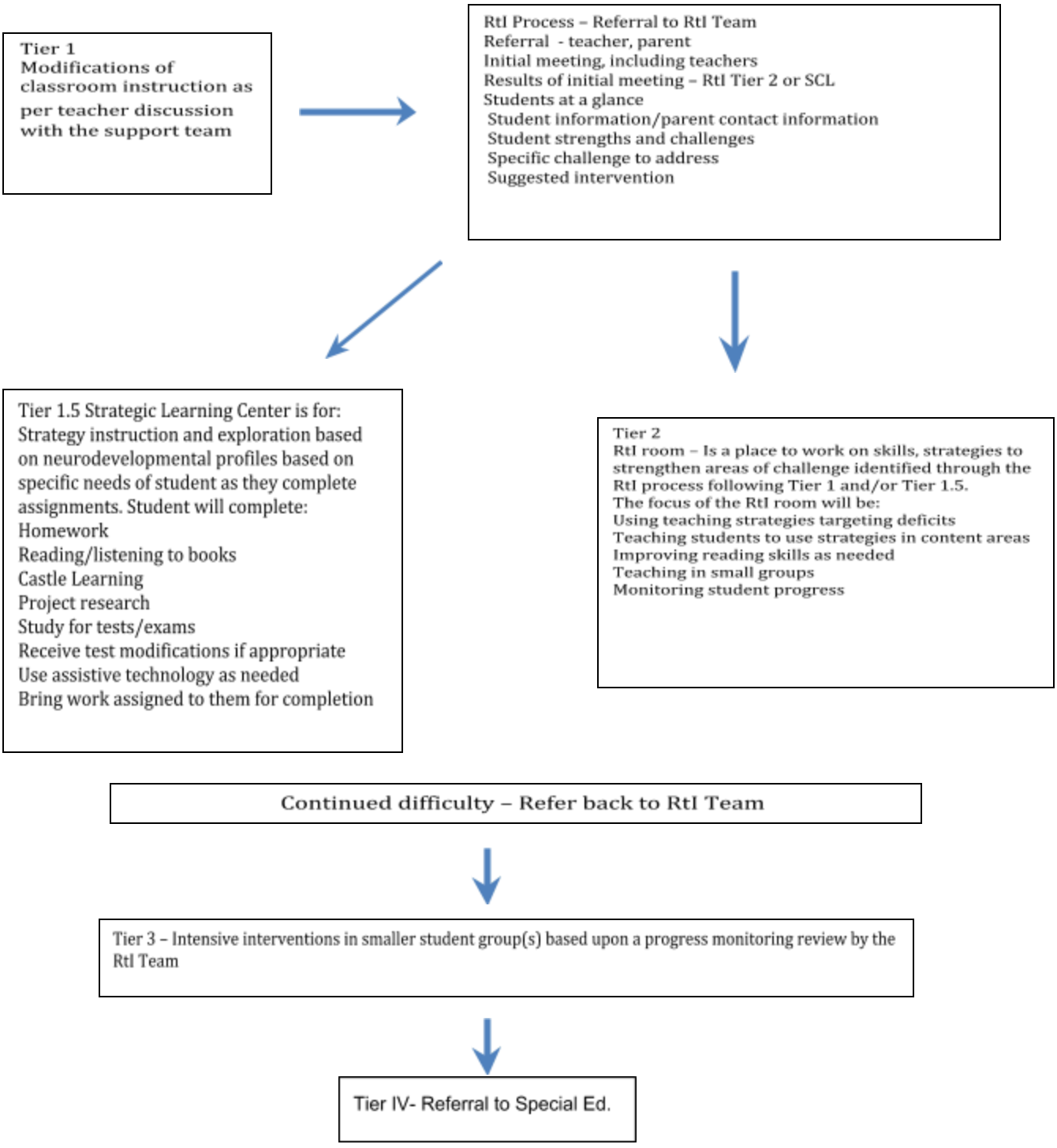


Appendix C

Secondary

RtI/CSE Referral Process

If a parent, student or teacher is aware of any instructional difficulties in any class/subject, help and support is only one referral away. Our Response to Intervention program allows students to access support in our Strategic Learning Center. The interventions are based on the child's individual needs and are specific to their learning profiles. Please contact your son's/daughter's School Counselor to begin the referral process.



Appendix D
Meeting/Referral Forms

Response to Intervention Referral Form
Please fill out this form and return to Kevin Ellis or Fred Bragan

Student Name:_____ DOB:_____

Referring Person(s):_____

Parent/Guardian:_____Phone:_____

How and when was parent notified of concerns (list dates):

_____

Other Staff Working With Student (e.g. Literacy or Math Specialist, School Psychologist, etc):

_____

Primary Concerns:

___Academic ___Behavioral ___Social ___Medical

Specifically, what are the 1 or 2 PRIMARY areas of concern about the student (e.g. reading comprehension, oppositional behavior, organization of writing, etc.) that you would like to discuss at the RtI meeting?

A.

_____

How does this concern impact classroom achievement?_____

_____

In what settings/situations does the problem occur **most** often? _____

_____

In what settings/situations does the problem occur **least** often?_____

_____

B.

_____

How does this concern impact classroom achievement? _____

_____

In what settings/situations does the problem occur **most** often?_____

_____

In what settings/situations does the problem occur **least** often?_____

_____

Interventions Attempted: Please describe specific attempts that you, other school staff, or parents have made this year to meet this student's academic, social, and/or emotional needs.

Intervention	Date Began-Ended (approx.)	Person(s) Responsible	Outcome (provide measurable data)

Present Levels of Performance:

Reading: Fountas & Pinnell Instructional Level:_____ Grade Level Equiv.:_____
How does the student compare to classroom average in reading?_____
_____

What are the students reading strengths? _____
_____

What are the students reading weaknesses? _____
_____

Writing: Estimated Grade Level:_____
How does the student compare to classroom average in writing?_____
_____

What are the student's area(s) of strength in writing? _____
_____

What are the student's area(s) of weakness in writing? _____
_____

Math: Estimated Grade Level:_____
How does the student compare to classroom average in math?_____
_____

What are the student's area(s) of strength in math? _____
_____

What are the student's area(s) of weakness in math? _____
_____

Behavioral:

Strengths:

Weaknesses:

Other (Please Specify):

Strengths:

Weaknesses:

Strengths: What are several strengths, talents, or specific interests for this student?

1. _____
2. _____
3. _____

Other Information:

Please note any medical or health concerns for this student:_____
_____

How is the student's attendance this year? _____

Please list members of your instructional team/building staff whom you would like:
To receive an invitation to the initial RtI mtg: _____
_____
To receive a copy of the RtI intervention plan after the initial mtg:_____
_____

What would be the best days/times for someone to observe the student having the difficulties that you described above? _____

Please provide any additional pertinent information such as this student's most current report card, classroom assessment data, attendance and disciplinary record and return with referral.

Elementary Tier 2 Referral Form

Response to Intervention Referral Form
Please fill out this form and return to Kevin Ellis or Fred Bragan

Student Name:_____ DOB:_____

Referring Person(s):_____

Parent/Guardian:_____ Phone:_____

How and when was parent notified of concerns (list dates):
_____

Other Staff Working With Student (e.g. Literacy or Math Specialist, School Psychologist, etc):

Interventions Attempted: Please describe specific attempts that you, other school staff, or parents have made this year to meet this student's academic, social, and/or emotional needs.

Intervention (provide data)	Date Began-Ended	Person(s) Responsible	Outcome

Present Levels of Performance:

Reading: Fountas & Pinnell Instructional Level:_____ Grade Level Equiv.:_____
How does the student compare to classroom average in reading?_____
_____

What are the students reading strengths? _____
_____

What are the students reading weaknesses? _____
_____

Writing: Estimated Grade Level:_____

How does the student compare to classroom average in writing?_____

_____

What are the student's area(s) of strength in writing? _____

_____

What are the student's area(s) of weakness in writing? _____

_____

Math: Estimated Grade Level:_____

How does the student compare to classroom average in math?_____

_____

What are the student's area(s) of strength in math? _____

_____

What are the student's area(s) of weakness in math? _____

_____

Behavioral:

Strengths:

Weaknesses:

Other (Please Specify):

Strengths:

Weaknesses:

Strengths: What are several strengths, talents, or specific interests for this student?

1. _____
2. _____
3. _____

Other Information:
Please note any medical or health concerns for this student:_____
_____

How is the student's attendance this year? _____

Please list members of your instructional team/building staff whom you would like:

To receive an invitation to the initial RtI mtg: _____
_____

To receive a copy of the RtI intervention plan after the initial mtg:_____
_____

What would be the best days/times for someone to observe the student having the difficulties that you described above?
_____

Please provide any additional pertinent information such as this student's most current report card, classroom assessment data, attendance and disciplinary record and return with referral.

Elementary RtI Tier II Follow-Up meeting

Student: _____ Grade: _____ Date:_____

Referring Teacher: _____

Facilitator: _____

Step 1: The Strategies – How is it going? Is it working or not? Is the student successful/improving or not?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Step 2: Barriers – What barriers have there been to implementation of the strategies?

_____
_____
_____
_____
_____
_____

Step 3: Modification – Do the strategies need to be modified? If yes – redesign or modify

_____
_____
_____
_____
_____
_____
_____

Step 4: New Direction – Is it time to take the intervention to a new level, i.e. Tier III, CSE referral, administrative intervention, etc?

_____
_____
_____
_____

_____
_____
_____

Step 5: Follow – Up
Date:
_____

Case
Manager:_____

Secondary RtI Tier 1/1.5 Referral Form

The top of this form should be filled out and returned to the Director of Special Programs. You will then be contacted by a member of the RtI committee.

General Information

Date: _____ Referring Teacher: _____

Student Name: _____

Reason for referral (Primary Concern(s))

_____Academic _____Behavioral _____ Emotional _____Medical

Please describe the specific concerns prompting this referral. How is this student struggling? List any academic, social, emotional or medical factors that negatively impact the student's performance.

_____

_____

_____

Secondary RtI Tier 1/1.5 Planning Form

Student: _____

Referring Teacher: _____

Student Reading Level _____ or Student should be benchmarked _____
(Contact Reading Specialist)

Classroom Strategies

Strategy #1

Describe a strategy that you plan to use to address the student's needs:

_____

_____

_____

Begin Date:_____ End Date: _____

Did the strategy work? _____ yes _____no

Please explain: _____

_____

_____

Strategy #2

Describe a strategy that you plan to use to address the student's needs:

_____

_____

_____

Begin Date:_____ End Date: _____

Did the strategy work? _____ yes _____no

Please explain: _____

_____

Strategy #3

Describe a strategy that you plan to use to address the student's needs:

_____

_____

_____

Begin Date:_____ End Date:_____

Did the strategy work? _____ yes _____n
Please explain: _____

_____

_____

Referred to Tier II on: _____

Secondary RtI Tier II Initial Meeting Guide

Step 1: Introduce the Problem and the Process – 2 minutes

Goals:

- The facilitator reviews the format of the meeting.
- The facilitator reviews information from the referral form.

Step 2: Assess Student Strengths and Needs – 5 minutes

Goals:

- Allow the teacher to discuss major referral concerns.
- Discuss/ record the student's strengths and talents, as well as those incentives that motivate the student.

Step 3: Group Discussion – 6 minutes

Goals:

- Clarify problem and find root cause of behavior
- To determine baseline of target concern and state problem/goal in observable and measurable terms.

Step 4: Brainstorming – 5 minutes

Goal:

- Generate a large quantity of potential strategies and interventions

Step 5: Select Strategies – 3 minutes

Goal:

- The referring teacher rates and selects strategies that she/he is interested in trying.

Step 6: Establish an Intervention Plan – 6 minutes

Goals:

- Select at least one strategy that addresses each of the selected referral concerns.
- Spell out the particulars of the strategy as a series of specific steps so that the teacher or other person(s) designated to carry it out can do so efficiently and correctly

Note any important additional information about the intervention, including:

When and where the intervention will take place

Whether any specialized materials or training are required to implement the strategies

- The people who are actually going to carry out the intervention.
- Determine methods to monitor accurate implementation of the strategies.
- Review the strategies with the teacher to ensure that the plan is acceptable to them.

Step 7: Closing – 3 minutes

Goal:

- Schedule a follow-up meeting

Secondary RtI Tier 2 Initial Meeting

Student: _____ Meeting Date: _____

Referring Teacher: _____ Case Manager: _____

Teacher Concerns:

_____
_____
_____
_____
_____

Student Strengths:

_____
_____
_____
_____
_____

Student Challenges:

_____
_____
_____
_____
_____

Targeted Teacher Concerns:
Define 1-2 Targeted/measurable concerns

1.

_____
_____
_____
_____

2.

_____
_____
_____
_____

Brainstorming Ideas/Select Strategies:
First list all ideas, then rank order by teacher preference (1-like to try, 2-not right now,
3- not interested or already tried)

___
_____

___
_____

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_____

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_____

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_____

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_____

____
_____

How will progress be monitored?

_____
_____

_____
_____

Who will monitor the progress?

_____
_____

How often will the progress be monitored?

_____
_____

Follow up meeting date:
_____

Secondary RtI Tier II Follow-Up meeting

Student: _____ Grade: _____ Date:_____

Referring Teacher: _____Facilitator: _____

Step 1: The Strategies – How is it going? Is it working or not? Is the student successful/improving or not?

Step 2: Barriers – What barriers have there been to implementation of the strategies?

Step 3: Modification – Do the strategies need to be modified? If yes – redesign or modify

Step 4: New Direction – Is it time to take the intervention to a new level, i.e. Tier III, CSE referral, administrative intervention, etc?

Step 5: Follow – Up

Date: _____

Appendix E
Parent Notification

September 20, 2017

Dear Parent/Guardian:

In accordance with guidelines set forth by the NYS Education Department, our school employs a Response to Intervention (RtI) process to meet the needs of all students. The goal of the RtI model is to provide additional support for struggling students. A Tier 1 level of support consists of different methods of classroom instruction to meet all students' needs. Tier 2 intervention consists of small group instruction that occurs in addition to regular classroom instruction and may include Strategic Learning Center (SLC). Tier 3 typically consists of 1:1 or 2:1 instruction that occurs in addition to regular classroom instruction and/or tier 2 support. Students who do not respond to increasingly intense levels of intervention are typically referred for more intensive assessment to better understand their educational needs. Based on the most current grades available, your child's services have changed to the following:

Your child, _____has been recommended to receive:

____ Tier 1.5/2 Strategic Learning Center
____ Tier 2 RtI Math
____ Tier 2 Reading Support
____ Tier 3 RtI with intense intervention

Your child has qualified for this service based on:

____ Fountas and Pinnell Reading Assessment (Level___, Grade Equivalent____)
____ NYS ELA/Math testing results (per NYSED requirements)
____ Report card grades
____ RtI committee recommendation
____ Teacher Recommendation

Parents will be updated at least quarterly (with a comment on the report card) on your child's progress and will be notified of the school's recommendations if your child does not meet RtI goals. You will also be notified if your child makes progress by maintaining a 70 or higher grade point average and it is recommended by the RtI committee that your child be released from services. As a parent or guardian of a student receiving extra intervention, you have the right to request an evaluation for special education services at any time.

If you have any questions, please contact William Dowsland, Secondary Principal at 824-6320.

Sincerely,
HCS RtI Committee
Fall 2016

Dear Parents:

The New York State Education Department requires schools to provide Response to Intervention services for students who have not met the required performance level or are at risk of not succeeding on the State tests in English Language Arts, Mathematics, Science or Social Studies, or in their classroom. The support we provide to students will be through our Response to Intervention plan (RtI), which consists of three tiers. Tier 1 intervention consists of different instructional strategies delivered in the regular classroom. Tier 2 intervention consists of small group instruction that occurs in addition to regular classroom instruction and may be delivered by another teacher in a different classroom (Math/Reading Teacher). Tier 3 typically consists of smaller group instruction that occurs in addition to regular classroom instruction and/or tier 2 support. Students who do not respond to increasingly intense levels of intervention are typically referred for more intensive assessment to better understand their educational needs. Based on the most current grades and/or assessment data available, your child's services have changed to the following:

Your child _____has been identified as a student in need of additional services in the area(s) of:

_____**Reading** ____**Math** _____**Other:**_____

as a result of his/her below grade level performance on one or more of the following assessments:

The Fountas and Pinnell Benchmark Assessment _____
N.Y. State English Language Arts Test _____

Everyday Math Assessment _____

N.Y. State Mathematics Test _____

NWEA _____

Teacher Recommendation _____

Other Assessment(s) _____

Ongoing assessment and progress monitoring will help determine the specific level of interventions and the need to continue or terminate these services.
If, at any time, you think that your child may have a disability, you should make a written request to the school to have your child evaluated for special education services.

If you have any questions or concerns, please contact the school at 824-6300.

Sincerely,

Kevin P. Ellis
Elementary Principal