

Response to Intervention Plan

*A Multi-Tiered
Academic Support
Program*

Scarsdale 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 in their academic performance. The overall purpose of RTI in the Scarsdale Union Free School District is to provide those students who are struggling to meet the demands of the curricula in English Language Arts and mathematics with interventions targeted to their learning needs.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-tiered prevention system to facilitate 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 intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

Legislative Background and Regulatory Requirements

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 the elementary grades in the area of literacy and mathematics. 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.

- Based on NY State regulations, the RTI framework shall 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;
 - the services that will be provided;
 - the strategies for increasing the student's rate of learning; and
 - the parents' right to request an evaluation for special education programs and/or services.
- Procedurally, the regulations require districts 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;
 - Establish criteria for determining the levels of intervention to be provided to students;
 - Identify types of interventions;
 - Identify amount and nature of student performance data to be collected; and
 - Identify the manner and frequency for progress monitoring.
 - Implement an RTI program and take appropriate steps to ensure that staff has 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.
 - Establish criteria to determine if the nature of a student's difficulties in reading or mathematics at the elementary level is the result of learning disabilities (LD). *"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."*

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 these areas.

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.

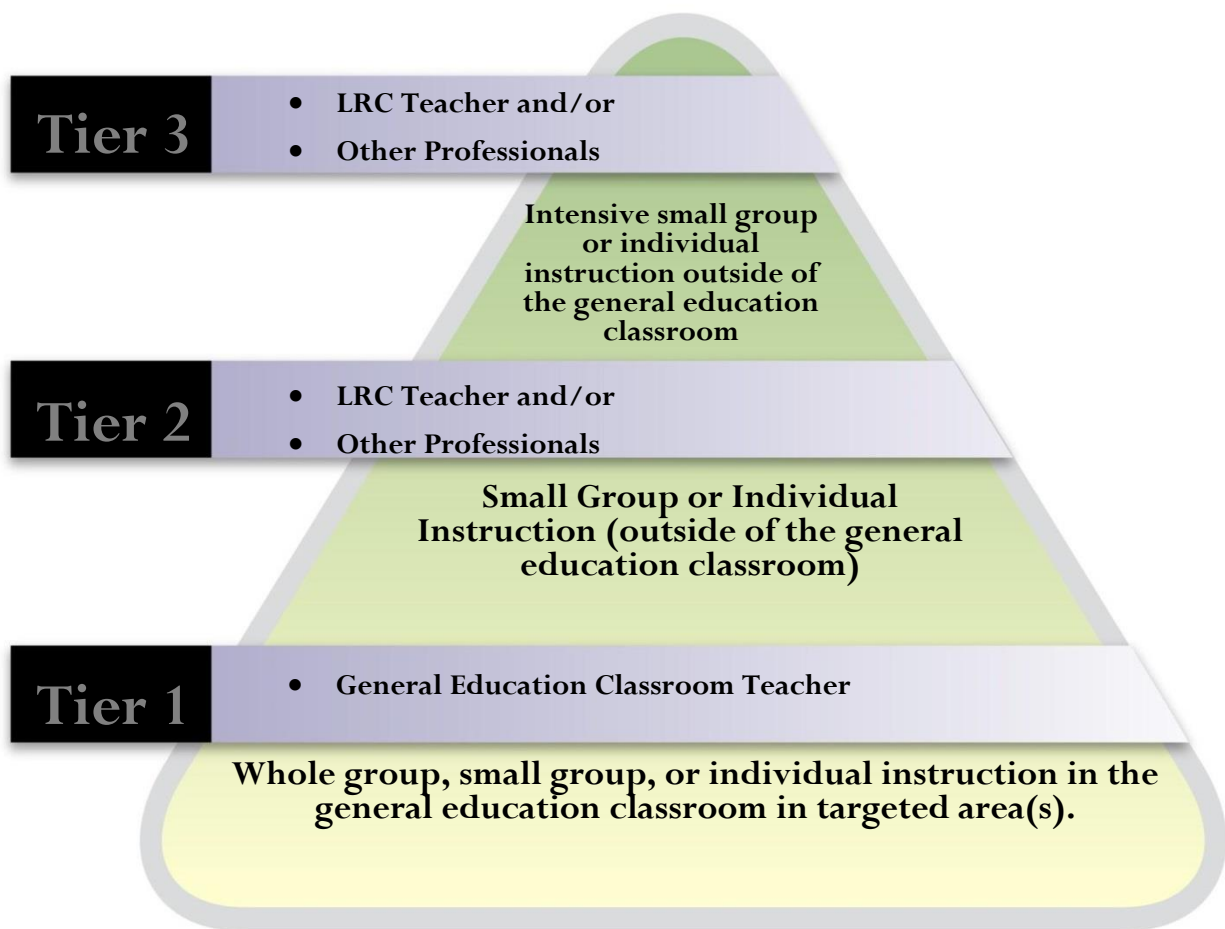
School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the students in the general education classroom.

- Parent 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.

SECTION 2:

RTI AS A MULTI-TIERED INTERVENTION FRAMEWORK

RTI serves as a multi-tiered intervention framework with increasing levels or tiers of instructional support. Using Scarsdale's Local Effort Service model, a **three**-tiered framework has been designed. The graphic presented below provides a visual illustration of the district's RTI model. It is important to note that the instruction a child receives in RTI is supplemental in nature. That is, the instruction is *in addition to, and not in place of core instruction students receive in the classroom*. Further information for each tier follows the graphic.



Tier 1

Tier 1 is considered the primary level of intervention in Scarsdale Schools and includes differentiated instruction provided to all students. It also includes, targeted instruction for those students evidencing signs of academic struggle. Students needing assistance receive additional instruction in specific areas during designated times of the day (i.e. CCT window).

- Eligibility for Tier 1 support services: Students defined as being “at-risk”. This includes those who show an ongoing need for supplemental support in basic academic skill areas.
 - Supplemental instruction is provided in addition to, and not in place of, the core instruction that all students receive in the classroom. The process begins with the screening of students.
- Process for Screening “at-risk students”:
 - Students who receive a 1 or 2 on State ELA or mathematics assessments.
 - Students who do not meet grade benchmark on the DRA may be “at-risk.”
 - Students who have taken formalized tests in reading, writing and or math and score below the 40thile may also be “at-risk.”
 - Students who have a history of receiving support services.
 - Other ways of identifying “at-risk students” include the use of:
 - Chapter tests in math and ELA may be used on an ongoing basis to screen students’ skill levels.
 - Locally developed tests may be used on an ongoing basis to screen students’ skill levels.
 - Portfolio assessments and other writing samples can be used on an ongoing basis to evaluate students’ proficiency levels.
 - Informal assessment in reading, writing and mathematics may also be used to screen students.
 - An assessment of the student’s daily classroom performance.
- Identifying students requiring Tier 1 supplemental services:
 - Teacher reviews screening information and other data,
 - Teacher identifies those students requiring ongoing supplemental support.
 - Teacher records targeted area(s) of need on the Student Intervention Plan: Tier 1 (page 14A).

- Program design for supplemental instruction in the general education classroom:
 - During the CCT time period or at another point in the day, eligible students are to be engaged in activities designed to remediate targeted needs.
 - Teachers are to document the intervention strategy used on the Student Intervention Plan: Tier 1 (page 14A).
 - Instruction may be provided in group format or individually.
 - Sessions are to be 20-30 minutes in duration.
 - There should be a minimum of 3 sessions in the 6-day cycle.
 - Instruction may include the use of teacher made or commercially produced material, as well as available computer-based programs.
 - Data on student performance is collected weekly and noted on the Student Intervention Plan: Tier 1 (page 14A). The data should be considered when designing further instruction.
 - The classroom teacher may wish to consult with other faculty members to help formulate alternative intervention strategies or materials.
 - Review of student achievement and progress weekly.
 - After six to eight weeks of service, the teacher evaluates the overall effectiveness of the interventions used and determines next steps.
 - Effectiveness of intervention may be determined by the administration of a test, (e.g., DRA, chapter tests, teacher made tests, etc.) review of classwork, portfolio assessment, etc.
 - Services may be discontinued if the student has met stated targeted needs and is achieving satisfactorily.
 - Services may be continued for another 6-8 week cycle, where students continue to require support.
 - Students may be referred for Tier 2 services if the teacher believes a more intensive program is required.
 - Tier 1 remedial services last for six to eight weeks.
 - Students who have received two or more cycles of Tier 1 support services should be referred for Tier 2 services.
 - Parents should be advised of students' progress through regularly scheduled Parent-Teacher meetings and on report cards.

Tier 2

Within Scarsdale Schools, Tier 2 intervention includes small group or individual supplemental instruction provided by the Learning Resource Teacher or other designated professional. The services are offered to students outside of the general education classroom. *As in Tier 1, supplemental instruction is provided in addition to, and not in place of, the core instruction that all students receive in the classroom.*

The supplemental Instruction/intervention provided at this tier is designed to address the needs or weaknesses of the student relative to the curricula demands in reading, writing and/or mathematics. Students requiring Tier 2 services are those who, based on data collected and teachers' opinions, have not made adequate on Tier 1 and continue to require supplemental instruction.

Because Tier 2 intervention is a service that is beyond that which is provided to all students in the general education classroom, additional safeguards are required. Before commencing Tier 2 services, a review by the school's child/pupil study team (CST/PST) is necessary. Parent notification and consent are also required.

- Child/Pupil Study Team (CST/PST) review:
 - The classroom teacher shall complete the RTI Tier 2 Referral Form (page 14B) and request a CST/PST meeting to discuss the "at-risk" student.
 - The teacher shall present the Student Intervention Plan: Tier 1(page 14A) and discuss the student's progress to date.
 - The CST/PST shall determine the student's eligibility for Tier 2 services or if the student shall be continued on Tier 1 for another 6-8 week period.
 - The CST/PST shall document its recommendation on the CST/PST Tier 2 Review Form (page 14C).
 - Students who have received a total of 32 weeks of intervention (any combination of Tier 1, Tier 2 and Tier 3 services) and continue to require intervention shall be referred to the CSE for an initial evaluation.
- Criteria for Tier 2 Services
 - Students who show persistent delay(s) after a minimum of 6-8 weeks of Tier 1 intervention as indicated on the Student Intervention Plan: Tier 1(page 14A).
 - Students who received two cycles of Tier 1 services in the same academic year and continues to demonstrate delay(s).

- Students who are not meeting curriculum demands (in reading, writing and/or mathematics) as reflected on report cards and have received Tier 1 services.
- The CST/PST agrees that more intensive services are required.
- Service plan
 - The CST/PST outlines the frequency and duration of services. Services may be provided up to 3 times in the six day cycle for 30-minute periods.
 - The CST/PST identifies the LRC teacher responsible for implementing Tier 2 services.
 - Tier 2 services will be provided for 6-8 weeks after which the LRC teacher will determine if the child's services shall be terminated or continued for another cycle.
 - The child may be referred back to the CST/PST for review for more intensive services and/or to the CSE for an evaluation.
- Parent Notification
 - The school's principal (or designee) shall notify the parent in writing of the child's need and eligibility for Tier 2 intervention services (page 14G).
 - The notice shall inform the parent of the professional who will be providing the services, the frequency and duration of the service, and where the sessions will occur (i.e., the LRC room).
 - The parent will be asked for written consent to implement the plan.

Tier 3

Tier Three is designed for those students who have made limited progress to Tier 2 intervention or who demonstrate significant needs that warrant more intensive instruction or intervention. At this level, the CST/PST may consider whether increasing the intensity of services and/or making a referral to the Committee on Special Education is required.

- Child/Pupil Study Team review
 - A CST/PST meeting to discuss the "at-risk" student shall be held after 6-8 weeks of Tier 2 intervention.
 - The LRC teacher shall present the Student Intervention Plan: Tier 2 (page 14D) and discuss the student's progress to date.
 - The CST/PST shall determine if the student is eligible for Tier 3 services or if the student should continue on Tier 2 for another 6-8 week period.
 - The CST may refer the student to the Committee on Special Education. Students, who have received a total of 32 weeks of intervention (any combination of Tier 1, Tier 2 and Tier 3 services)

and continue to require intervention, shall be referred to the CSE for an initial evaluation.

- The CST/PST shall document its recommendation on the CST/PST Tier 3 Review Form (page 14E).
- Criteria for Tier 3 Services
 - Persistent delays after 6-8 weeks of Tier 2 intervention.
 - A student who has received two cycles of Tier 2 services in the same academic year and continues to demonstrate delays is automatically qualified for Tier 3 services.
 - The Student Intervention Profile reflects delays in student achievement.
 - The student is not meeting curriculum demands (in reading, writing and/or mathematics) and parents have been informed of such (report cards and parent-teacher conferences).
 - The CST/PST agrees that more intensive services are required.
- Service plan
 - The CST/PST outlines the frequency and duration. Services may be provided up to 5 times in the six day cycle for 30-40 minute periods.
 - The CST/PST identifies the person responsible for implementing Tier 3 services.
 - Tier 3 services will be provided for 6-8 weeks after which the LRC teacher will determine if the child shall be terminated or referred to the CST/PST for review.
 - A referral to the CSE shall be made for a student who has received 2 cycles of Tier 3 intervention and continues to need support.
 - The teacher shall record the student's progress on the Student Intervention Plan: Tier 3 (page 14F)
- Parent Notification
 - The school's principal (or designee) shall notify the parent in writing of the child's continued need for intervention services (page 14G).
 - The notice shall inform the parent of the professional who will be providing the services, the frequency and duration of the service, and the location of the service (i.e., the LRC room).
 - The parent will be asked for written consent to implement the plan.
 - The parent shall be notified of the CST/PST's decision to refer the child to the CSE for initial evaluation.

SECTION 3:

COMMITTEE ON SPECIAL EDUCATION

Referral to the Committee on Special Education (CSE)

- Teachers and other school personnel may make a referral to the CSE if the student's difficulties do not appear to be the result of a learning disability (i.e., Emotional Disability, Intellectual Disability, Speech/Language Impairment, Physical Disability, etc.).
- Students previously identified by the district or by another district may be referred the CSE by school personnel for an evaluation.
- Students who have been provided Tier 2 and/or Tier 3 services and continue to need intervention may be referred to the CSE for an evaluation.
- Students who have received a total of 32 weeks of intervention (any combination of Tier 1, Tier 2 and Tier 3 services) and continue to require intervention shall be referred to the CSE for an initial evaluation.
- RTI does not interfere with a parent's right to request a CSE evaluation at any time.

Learning Disability Defined:

- Learning disabilities refers to "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.... "(34 CFR Sec. 300.8 (c)(10)).

Learning Disability Determination:

- Effective on and after July 1, 2012, a school district must have an RTI process in place, as it may no longer 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 underachievement of the student is not due to lack of appropriate instruction in core academic areas.

SECTION 4:

PARENT NOTIFICATION

In Scarsdale, parents are notified when their child requires Tier 2 or Tier 3 intervention.

- Notification is provided via letter and shall indicate:
 - The nature of the intervention their child will be receiving
 - The type of intervention
 - The frequency of intervention
 - The duration of intervention
 - The professional responsible for the intervention
 - The location of the service

- Parents will also be informed of their right to request an initial evaluation for special education programs and services.
 - A request for an evaluation shall be made in writing,
 - The request shall be submitted to a school official or directly to the Committee on Special Education.

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 Scarsdale Public Schools provides elementary school teachers with ongoing training in the teaching of reading, writing and mathematics. Such training is coordinated by the Assistant Superintendent of Instruction and reflects the needs of the teachers in each building. In some cases, staff training may be provided by professional organizations (i.e., Columbia University, Lit Life, etc.) or by the district’s Helping Teacher. Teachers may also receive training by attending courses offered by Scarsdale Teachers’ Institute or by attending professional conferences and seminars.

Forms Attached

RTI TIER 1 REFERRAL FORM
(To be completed for students being referred for Tier 1 intervention)

Student Name:		School:		Today's Date:	
Teacher Name:		Grade:		Student D.O.B:	
Attendance: Number of absences for this year. _____ Does student attend school regularly? _____ If attendance is irregular, do you know the reason?					
Areas of concern (please check all that apply)					
<u>Language Arts</u> ___ Decoding ___ Reading Comprehension ___ Reading Fluency			<u>Mathematics</u> ___ Computation ___ Problem Solving ___ Number Sense		
<p style="text-align: center;">Additional Concerns (please describe)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> ___ Social/Emotional/Behavioral ___ Language (receptive/expressive) ___ Motor Skills ___ Other: </div> <div style="width: 60%;">Describe:</div> </div>					
Student's Strengths					
Test Scores for Current Year	Reading: State ELA _____ STAR _____ Teacher estimated reading level _____	Math: State test _____ State test _____	Writing: District test _____ *** Writing Sample***		

RTI TIER 1 REFERRAL FORM
(To be completed for students being referred for Tier 1 intervention)

Current Supports: <input type="checkbox"/> Counseling <input type="checkbox"/> ESL <input type="checkbox"/> Physical Therapy <input type="checkbox"/> 504 Accommodations <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Speech/Language Therapy <input type="checkbox"/> Aide <input type="checkbox"/> Other:	
Additional Information:	
Is the student from a bilingual home? <input type="checkbox"/> yes <input type="checkbox"/> no Does the report card reflect difficulty in the area of concern? <input type="checkbox"/> yes <input type="checkbox"/> no Have current concerns been discussed with the parent? <input type="checkbox"/> yes <input type="checkbox"/> no Has the child experienced a family crisis in the past six months? <input type="checkbox"/> yes <input type="checkbox"/> no (if yes, please describe) Does the student receive services outside of school? <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes (if yes, please describe)	
Known Health Concerns:	
Is the student on medication? <input type="checkbox"/> yes <input type="checkbox"/> no For what reason? (allergies, ADHD, diabetes, etc.) _____ _____ Any other health concerns? _____ _____ Does the student use- <input type="checkbox"/> glasses <input type="checkbox"/> hearing aids <input type="checkbox"/> other:	
Tier 1 Intervention Recommended: _____ Yes _____ No	Date of Review: _____ Principal's Initials: _____

A Writing sample must be included with the Tier 1 referral.

SCARSDALE PUBLIC SCHOOLS
Student Intervention Plan - Tier 1

Student's Name:

Grade:

Date Parent Notified:

Teacher's Name:

Date:

Targeted Area:

Intervention Strategy Used	Time Period	Student Performance Data
	Week 1	
	Week 2	
	Week 3	
	Week 4	
	Week 5	
	Week 6	
	Week 7	
	Week 8	

Assessment of Targeted Intervention (After 6-8 weeks)	Date of Assessment:	Type of Assessment: (formal or informal)	Results:
<p>Teacher Recommendation:</p> <p>Intervention successful/discontinue_____</p> <p>Continue Tier 1 _____ *Projected date of next Tier 1 Review_____</p> <p>Refer to CST/PST _____ (complete RTI Teir 2 Referral Form)</p> <p style="text-align: right;">*A child who received two cycles of Tier 1 service must be referred to CST/PST</p>			

RTI Tier 2 Referral Form
(To be completed for students being referred for Tier 2 Intervention)

Student Name:	School:	Today's Date:
Teacher Name:	Grade:	Student D.O.B:
Name and Address of Parent/Guardian:		
Reason for Referral:		
Attendance: Number of absences for this year. _____ Does student attend school regularly? _____ If attendance is irregular, do you know the reason?		
Areas of concern (please check all that apply)		
<u>Language Arts</u> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Reading ___ Phonemic Awareness ___ Sight Word Vocabulary ___ Reading Fluency ___ Writing Mechanics ___ Other (please describe) _____ ___ Other (please describe) _____ </div> <div style="width: 45%;"> Writing ___ Spelling ___ Writing Mechanics ___ Written Expression ___ Writing Conventions </div> </div>	<u>Mathematics</u> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> ___ Basic Math Facts ___ Problem Solving ___ Number Sense ___ Graphs ___ Other (please describe) _____ ___ Other (please describe) _____ </div> <div style="width: 45%;"> ___ Computation ___ Word Problems ___ Measurement ___ Time/Money </div> </div>	
Additional Concerns (please describe)		
___ Social/Emotional/Behavioral _____ ___ Language (receptive/expressive) _____ ___ Motor Skills _____ ___ Other _____ _____ _____		

RTI Tier 2 Referral Form
(To be completed for students being referred for Tier 2 Intervention)

Student's Strengths: _____

Test Scores for Current Year	Reading: ELA _____ DRA _____ Teacher estimate _____	Math: State test _____ Teacher estimate _____	Writing: District test _____ Teacher estimate _____	Known Health Concerns: Is the student on medication? ____yes ____no For what reason? (allergies, ADHD, diabetes, etc.) Any other health concerns? _____ _____
Test Scores for Last Year	Reading: ELA _____ DRA _____ Teacher estimate _____	Math: State test _____ Teacher estimate _____	Writing: District test _____ Teacher estimate _____	Does the student use- ____glasses ____hearing aids ____other

Current Supports: ____Small Group Instruction ____Individual Instruction ____Counseling ____ESL
 ____504 Accommodations ____Occupational Therapy ____Physical Therapy
 ____Speech/Language Therapy ____Aide ____Other:

Additional Information:

Is the student from a bilingual home? ____yes ____no
 Does the report card reflect difficulty in the area of concern? ____yes ____no
 Have current concerns been discussed with the parent? ____yes ____no
 Has the child experienced a family crisis in the past six months? ____yes ____no (if yes, please describe)

Does the student receive services outside of school? ____No ____Don't Know ____Yes (if yes, please describe)

Work samples and other supporting documentation should be brought to the CST/PST for discussion

CST/PST Tier 2 Review Form
(To be completed for students being referred for Tier 2 intervention)

Child's Name: _____ Teacher: _____

Date of CST/PST meeting: _____

Members of the CST/PST: _____

Criteria for Tier 2 Eligibility

After 6-8 weeks of Tier 1, the student continues to demonstrate a lack of progress as indicated on the **Student Intervention Plan**

And (please check all that apply)

- ☐ ELA/Math score of 2 or below
- ☐ Standardized test scores at or below 40%ile
- ☐ DRA score below benchmark
- ☐ Poor classroom performance (observed over a period of time)
- ☐ Classroom assessments continue to indicate delay
- ☐ Other: _____

Recommendation:

Continue Tier 1 Intervention _____ Anticipated date of Tier 1 review (generally within 6 to 8 weeks after initiation of services): _____

Tier 2 Intervention _____ Frequency of Service _____ Duration of Sessions _____ Provider: _____

Anticipated date of Tier 2 review (generally within 6 to 8 weeks after initiation of services): _____

Rationale for CST/PST decision: _____

Targeted Area(s): _____

Date of parent notification: _____ Parent consent received? _____yes _____no Date of receipt: _____

Student Intervention Plan

Tier 2

Student's Name: _____ Grade: _____ Frequency of Service: _____

Teacher's Name: _____ Start Date of Intervention: _____ Duration of each session: _____

Targeted Area:

Intervention Strategy Used			Time Period	Student Performance Data
			Week 1	
			Week 2	
			Week 3	
			Week 4	
			Week 5	
			Week 6	
			Week 7	
			Week 8	
Assessment of Targeted Intervention (After 6-8 weeks)	Date of Assessment:	Type of Assessment: (formal or informal)	Results:	

Tier 2 Review:

Intervention successful/discontinue: _____

Continue Tier 2: _____

*Projected date of next Tier 2 Review: _____

Refer to CST/PST: _____

*A child may receive no more than 32 weeks of intervention without being referred to the CSE for an evaluation.

CST/PST Tier 3 Review Form
(To be completed for students being referred for Tier 3 intervention)

Child's Name: _____ Teacher: _____

Date of CST/PST meeting: _____

Members of the CST/PST: _____

Criteria for Tier 3 Eligibility

After 6-8 weeks of Tier 2, the student continues to demonstrate a lack of progress as indicated on the **Student Intervention Plan**
 And (please check all that apply)

- ☐ ELA/Math score of 2 or below
- ☐ Standardized test scores at or below 40%ile
- ☐ DRA score below benchmark
- ☐ Poor classroom performance (observed over a period of time)
- ☐ Classroom assessments continue to indicate delay
- ☐ Other: _____

Recommendation:

Continue Tier 2 Intervention _____ Initiate Tier 3 Services _____

Frequency of Service _____ Duration of Sessions _____ Provider: _____

Anticipated date of next review (generally within 6 to 8 weeks after initiation of services): _____

Referral to CSE for Initial Evaluation: _____ (Tier 2 or Tier 3 intervention should continue until CSE convenes)

Rationale for CST/PST decision: _____

Targeted Area(s): _____

Date of parent notification: _____ Parent consent received? ____yes ____no Date of receipt: _____

Student Intervention Plan

Tier 3

Student's Name: _____

Grade: _____

Teacher's Name: _____

Start Date of Intervention: _____

Frequency of Service: _____

Targeted Area: _____

Duration of each session: _____

Intervention Strategy Used			Time Period	Student Performance Data
			Week 1	
			Week 2	
			Week 3	
			Week 4	
			Week 5	
			Week 6	
			Week 7	
			Week 8	
Assessment of Targeted Intervention (After 6-8 weeks)	Date of Assessment:	Type of Assessment: (formal or informal)	Results:	

Tier 3 Review:

Intervention successful/discontinue: _____

Continue Tier 3: _____

*Projected date of next Tier 3 Review: _____

Refer to CST/PST: _____

*A child may receive no more than 32 weeks of intervention without being referred to the CSE for an evaluation.

Parent Notification Letter and Consent

Dear Parents,

The Scarsdale School District strives to provide the highest quality education to all of its students. As children develop and acquire critical skills needed to meet curricula demands, on occasion, some of the students may require additional assistance. Based upon consultation with your child's teacher and a review of formal and informal assessments, **STUDENT'S NAME**, has been scheduled to receive support in the Learning Resource Center for help in **TARGETED AREA(S)**.

Mr./Ms./Mrs. (**Name of Provider**) will be working with your child _____ times in the six-day cycle with each session being _____ minutes in length. Progress will be monitored and reviewed every six to eight weeks and you will be informed accordingly. You will also be informed if and when changes to the plan are to be made.

If you consent to the services described, please sign and return the bottom portion of this letter to me.

At any time, you may request the Committee on Special Education (CSE) conduct an initial evaluation to determine your child's need and eligibility for special education programs and services. This request must be made in writing and may be submitted to the school official or be sent to the CSE, 2 Brewster Road, Scarsdale, NY 10583. For more information, you may speak with the school psychologist or Eric Rauschenbach, Director of Special Education, at (914) 721-2445.

Thank you for your cooperation.

Sincerely,

Eric Rauschenbach

Please return this form as soon as possible

Child's Name _____ Date : _____

_____ Yes, I accept the support described above for my child.

_____ No, at this time I wish to decline the services described above.

Parent Brochure Attached

RESOURCES

National Center on RTI: http://www.rti4success.org/pdf/rtiessentialcomponents_042710.pdf

Fuchs and Fuchs present a “blueprint” for understanding RTI: http://www.advocacyinstitute.org/resources/TEC_RtIblueprint.pdf

The IDEA Partnership: <http://www.ideapartnership.org/index.php?op=content&view=category&layout=blog&id=15&Itemid=56>

National Research Center on Learning Disabilities: <http://www.nrcl.org/index.html>

National Center on RTI: http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=20&Itemid=81

New York State Guidance Document: http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=20&Itemid=81

**For more information:
Scarsdale Public Schools**

Eric Rauschenbach, Director

Phone: 914-721-2445

Fax: 914-721-2443

E-mail: erauschenbach@scarsdaleschools.org

Response To Intervention

**A Multi-Tiered
Academic Support
Program**

Scarsdale Public Schools



Response To Intervention

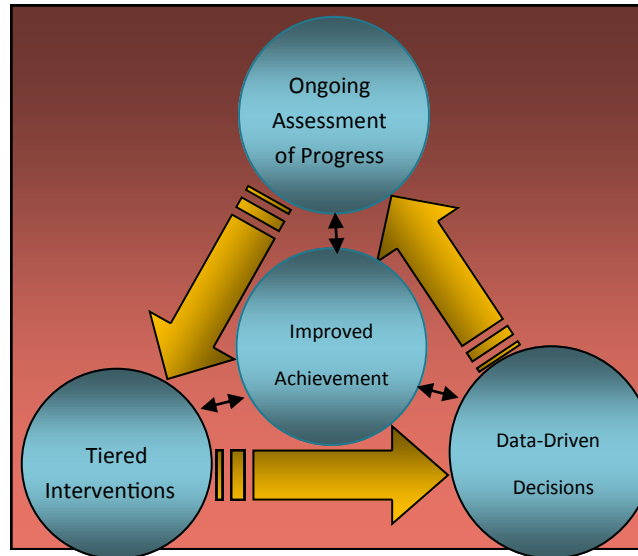
WHAT IS RTI?

Effective July 1, 2012, every school district in New York State is required to implement a **Response to Intervention** model in the elementary school grades.

Response to Intervention (RTI) is a multi-tiered, problem-solving approach that identifies general education students in grades K-5 who are struggling in academic areas (reading, writing and mathematics). Through ongoing assessment, identified students are provided with targeted instruction at varying levels of intensity. The progress that students make at each level is closely monitored and used in further decisions regarding their instructional program. Early intervening programs such as RTI have been effective in preventing a deficit from becoming a disability. However, the process is also critical in the identification of students with *learning disabilities*.

Learning disabilities refers to *"a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations...."* (34 CFR Sec. 300.8 (c)(10)).

In past years, the IQ-Achievement discrepancy model was used to diagnose a student with a learning disability. Due to controversy and lack of empirical evidence, New York State now requires school districts to end that approach and use alternative methods, such as RTI interventions. Students in the elementary grades eligible for Academic Intervention Services (AIS) will now be included in the RTI model.



SCARSDALE'S MODEL

For years, Scarsdale used a Local Effort Service program that supported struggling students. Conceptually, the Local Effort program is similar to the RTI model as they both focus on addressing students' learning needs prior to recommending special education services. Building on the successful Local Effort program, the District reformatted it to comply with the state mandates of RTI.

The RTI model is a three-tiered approach. Tier 1 takes place in the student's classroom and is conducted by the primary teacher. Tier 2 (previously Local Effort Services) calls for supplemental instruction provided by the Learning Center teacher. Tier 3 calls for the student to receive an increased amount of supplemental services by the LRC teacher or be referred to the CSE for a special education evaluation. A referral to the CSE will be considered for students who have a history of receiving Tier II or Tier III services. At any time, a parent may refer his/her child to the CSE for an initial evaluation. The RTI process may not be used to delay or deny acting on the request.

THREE TIERED APPROACH

Tier 1

The general education teacher will screen all students with the DRA, curriculum-based tests or portfolio assessments to help identify struggling students in reading, writing or math. Additionally, students may receive supplemental instruction based on observation of their daily performance. Through differentiated instruction within the classroom, the teacher will provide targeted activities to address deficit areas. Sessions of 20-30 minutes may occur individually or in small or large groups during select times during the day, and will take place a minimum of three times in the six-day cycle. Progress will be monitored, recorded weekly, and collected for six to eight weeks. Through scheduled parent-teacher conferences and report cards, parents will be informed of student progress.

Tier 2

At this tier, supplemental instruction is provided by the LRC teacher either in or out of the general education classroom. The students will be seen three times in the six-day cycle for up to 30 minutes per session. Parents will be contacted to discuss recommended services and asked for consent. Students' progress will be reviewed with parents after a six to eight week period of intervention.

Tier 3

Tier 3 intervention calls for additional small group instruction by the LRC teacher and/or a referral to the CSE. Sessions in the LRC may be as long as 30-40 minutes, five times in the six-day cycle. Progress monitoring will continue and parents will be involved as described above, to determine if his/her child is eligible for special education programs/services.