2021

Riverhead Central School District

Riverhead, New York

Response to Intervention Plan

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Acknowledgements

The district would like to acknowledge the work done by the RtI committee in moving us forward to serve the needs of the children in the district.

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District Mission/Vision Statement

(August 2007)

The mission of the Riverhead Central School District is to inspire and academically empower all students to become tomorrow's leaders by: developing their unique gifts and potential; providing an environment that fosters integrity, creativity, and respect; and, ensuring that our students become successful, contributing citizens in a global community.

Riverhead Central School District Response to Intervention Plan

The Riverhead Central School District's Response to Intervention (RtI) program in grades K-4 is designed to identify students who need supplemental instruction in reading and math.

What is RtI?

Response to Intervention is a school-wide system of organizing instructional support and resources to meet the diverse needs of learners. RtI is a multi-tiered, problem-solving approach that integrates assessment and intervention within the three-tiered system to maximize student achievement. With RtI, schools identify students at risk in reading and math, monitor student progress, provide evidence-based interventions and adjust those interventions as needed.

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8NYCRR (New York Code of Rules and Regulations) that requires schools to establish an RtI policy. 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 interventions.

Requirements of a Response to Intervention Program

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. Appropriate instruction in mathematics includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.

- 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 has 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)]

Multi-Tiered Model

The RtI process has 3 tiers that build upon one other. Each tier provides more intensive levels of support:

Tiered Instruction

- **Tier 1 includes high quality instruction.** The school provides all students with access to high quality curriculum and instructional supports in the general education classroom. Tier 1 is the general education classroom with differentiated instruction and qualified staff.
- **Tier 2 includes additional targeted, supplemental instruction and interventions.** The school provides interventions to small groups of students who need more support than they are receiving through Tier 1. Your child's progress is monitored periodically to make decisions about the instruction and interventions provided.
- **Tier 3 includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students, which may include changes to the type or frequency of the intervention provided. Your child's progress is frequently monitored in Tier 3.

Riverhead CSD Instructional Support Team/Response to Intervention Team

All of the elementary schools will use the same general procedures and the same form for the IST/RtI team review process. IST meetings are to be held on a monthly basis, not to exceed seven hours. This uniformity will serve to provide fidelity of implementation of the team process so that all children have access to early intervention for their learning needs.

Meeting Roles:

1. Facilitator – (determined by each building) helps keep the meeting focused on the instructional needs of the student
2. Scribe – writes the key points of the discussion on tablet paper posted in the meeting room or on a SMARTboard
3. Timekeeper – helps pace the meeting
4. Participants – share understandings and ideas about the learning needs of the student

Participants:

1. Administrator
2. Referring Teacher
3. Math and/or Reading Specialist
4. Other Service Providers who are currently working with the student or who can address concerns regarding the student's instructional needs

IST/RtI Meeting Process:

1. The teacher introduces his/her concern regarding the student. This statement will include:
    a. Student strengths (including strengths in the area of concern)
    b. Concern area (describe skill deficit)

    c. What the student is capable of doing within the area of concern

2. Group Discussion
    a. Ask clarification questions
    b. Identify priority concern (skill deficit)
3. Develop Interventions
    a. Any ideas acceptable
    b. “Connect the dots” of the discussion to discover interventions that focus on the specific learning needs of the student
4. Selecting Strategies – No more that 1-3 strategies should be chosen.
5. Write an Instructional Support Plan
    a. Transfer strategies to the plan
    b. Determine who is doing what if there is more than one adult involved in the support process
6. Close the Meeting
    a. Summarize the meeting outcome
    b. Set a date for follow-up meeting

Parent Involvement

Parents of Riverhead students are involved in their students' performance through parent-teacher conferences as well as ongoing contact during the school year.

When a student needs a Tier II or Tier III intervention, parents will be notified about the intervention for the student. The notice will include a clear statement about the parent's right to request an evaluation for special education programs and/or services.

If a parent requests an evaluation for special education, the building principal will work with the parent as outlined in the Part 200 Regulations to ensure that pre-referral services have been in place within the RtI model.

Part 200.4(a) (9) New York State Regulations

The building administrator, upon receipt of a referral or copy of a referral, may request a meeting with the parent and the student, if appropriate, to determine whether the student would benefit from additional general education support services as an alternative to special education, including the provision of support services, speech and language services, academic intervention services, and any other services designed to address the learning needs of the student and maintain a student's placement in general education with the provision of appropriate educational and support services.

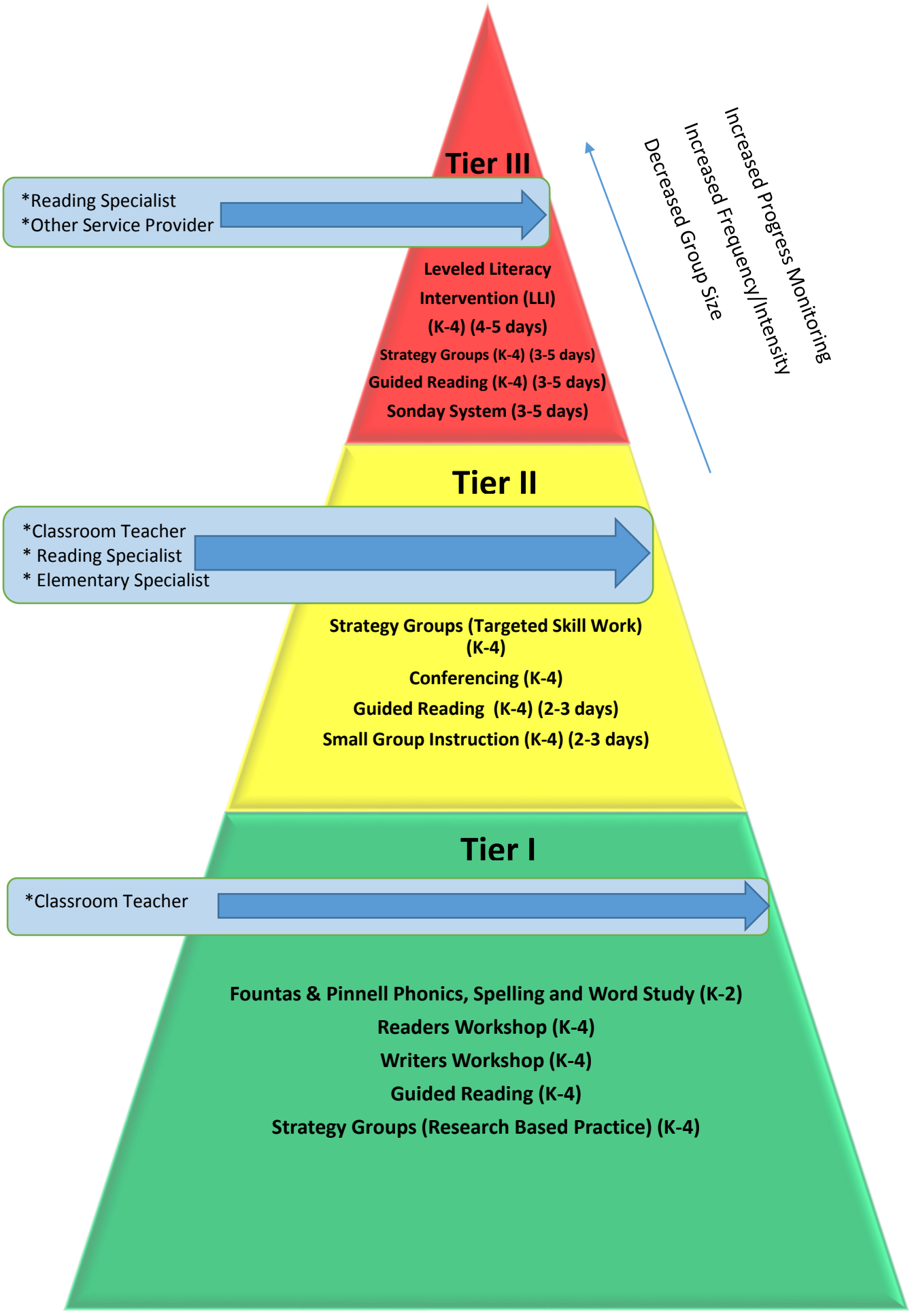
(i) If a professional staff member requested the referral that person shall attend such meeting. The building administrator shall ensure that the parent understands the proceedings of the meeting and shall arrange for the presence of an interpreter, if necessary. If at such meeting the parent and the building administrator agree in writing that, with the provision of additional general education support services, the referral is

unwarranted, the referral shall be deemed withdrawn, and the building administrator shall provide the chairperson of the committee on special education, the person who made the request for referral if a professional staff member of the school district, the parent, and the student, if appropriate, with copies of the agreement.

(ii) The copy of the agreement provided to the parent shall be in the native language of such person. Such agreement shall contain a description of the additional general education support services to be provided, instructional strategies to be used and student centered data to be collected and the proposed duration of such program. A copy of the agreement shall also be placed in the student's cumulative education record file.

[9 NYCRR section 200.4(a)]

Riverhead Central School District RTI ELA Framework (K-4)



Riverhead Central School District

Response to Intervention Plan Tier IIA

Appendix B

Grade K Tier IIA

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider ** Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark IRLA Fountas & Pinnell-BAS	Level 2 (based on Instructional Level Expectations for Reading)	Level 3 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Classroom Teacher
TC Letter Identification Benchmark	Letter Sounds – 9 - 10			Small Group Instruction (2-4 days/week)	Teaching Assistant
TC Concepts of Print	Concepts of Print – 8-12		TC Concepts of Print		
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier I	i-Ready Assessment	Conferencing	Elementary Specialist
On Demand Writing	TC Rubric for Writing at/below 2.5		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 1 Tier IIA

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider ** Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Level 2 (based on Instructional Level Expectations for Reading)	Level 3 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Classroom Teacher
TC Word Identification Benchmark (List A)	Word Identification Level 2 (Based on TC *Benchmarks for Primary Assessments*)	Word Identification Level 3 (Based on TC *Benchmarks for Primary Assessments*)		Small Group Instruction (2-4 days/week)	Elementary Specialist
TC Concepts of Print	Concepts of Print - 13		TC Concepts of Print		
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier I	i-Ready Assessment	Conferencing	
On Demand Writing	TC Rubric for Writing at/below 2.5		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 2 Tier IIA

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider ** Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Level 2 (based on Instructional Level Expectations for Reading)	Level 3 ((based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Classroom Teacher
TC Word Identification Benchmark	Word Identification Level 2 (Based on TC *Benchmarks for Primary Assessments*)	Word Identification Level 3 (Based on TC *Benchmarks for Primary Assessments*)		Small Group Instruction (2-4 days/week)	Elementary Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier I	i-Ready Assessment		
On Demand Writing	TC Rubric for Writing at 2.5		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 3 Tier IIA

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider ** Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark IRLA Fountas & Pinnell- BAS	Level 2 (based on Instructional Level Expectations for Reading)	Level 3 ((based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Classroom Teacher
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier I	i-Ready Assessment	Small Group Instruction (2-4 days/week)	Elementary Specialist
On Demand Writing	TC Rubric for Writing at 2.5		On Demand Writing	Conferencing	
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 4 Tier IIA

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider ** Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark IRLA Fountas & Pinnell- BAS	Level 2 (based on Instructional Level Expectations for Reading)	Level 3 ((based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Classroom Teacher
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier I	i-Ready Assessment	Small Group Instruction (2-4 days/week)	Elementary Specialist
On Demand Writing	TC Rubric for Writing at/below 2.5		On Demand Writing	Conferencing	
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Riverhead Central School District

Response to Intervention Plan Tier IIB

Appendix C

Grade K Tier IIB

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Level 1 (based on Instructional Level Expectations for Reading)	Level 2 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Reading Specialist
TC Letter Identification Benchmark	Letter Sounds - 8 or less			Small Group Instruction (2-4 days/week)	Elementary Specialist
TC Concepts of Print	Concepts of Print - 8 or below		TC Concepts of Print	Conferencing	
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier I	i-Ready Assessment		
On Demand Writing	TC Rubric for Writing at or below 2		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation	Reading Teacher Recommendation	Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 1 Tier IIB

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Level 2 (based on Instructional Level Expectations for Reading)	Notable progress within the level	TC Benchmark	Strategy Group (targeted skill work)	Reading Specialist
TC Word Identification Benchmark (List A)	Word Identification Level 1 (Based on TC *Benchmarks for Primary Assessments*)	Word Identification Level 2 (Based on TC *Benchmarks for Primary Assessments*)		Small Group Instruction (2-4 days/week)	Elementary Specialist
TC Concepts of Print	Concepts of Print - Below 13	Concepts of Print 13	TC Concepts of Print	Conferencing	
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier 1	i-Ready Assessment		
On Demand Writing	TC Rubric for Writing at 2		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation	Reading Teacher Recommendation	Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 2 Tier IIB

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Level 1 (based on Instructional Level Expectations for Reading)	Level 2 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Reading Specialist
TC Word Identification Benchmark	Word Identification Level 1 (Based on TC *Benchmarks for Primary Assessments*)			Small Group Instruction (2-4 days/week)	Elementary Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier 1	i-Ready Assessment		
On Demand Writing	TC Rubric for Writing at 2		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation	Reading Teacher Recommendation	Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 3 Tier IIB

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-** **BAS**	Level 1 (based on Instructional Level Expectations for Reading)	Level 2 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Reading Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier 1	i-Ready Assessment	Small Group Instruction (2-4 days/week)	Elementary Specialist
On Demand Writing	TC Rubric for Writing at 2		On Demand Writing	Conferencing	
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/Conference Notes	Classroom Teacher Recommendation	Reading Teacher Recommendation	Informal Assessments		

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Grade 4 Tier IIB

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services.*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark IRLA Fountas & Pinnell- BAS	Level 1 (based on Instructional Level Expectations for Reading)	Level 2 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work)	Reading Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 2	i-Ready Assessment Score at Tier 1	i-Ready Assessment	Small Group Instruction (2-4 days/week)	Elementary Specialist
On Demand Writing	TC Rubric for Writing at 2		On Demand Writing	Conferencing	
Running Records	Does Not Meet Instructional Grade Level Expectations	Approaches Instructional Grade Level Expectations	Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation	Reading Teacher Recommendation	Informal Assessments		
Words Their Way Assessment	Early Within Word (as per *Elementary Spelling Inventory*)				

**** If there is no measurable progress in foundational skills after 6-8 weeks of instruction, return to IST***

Riverhead Central School District

Response to Intervention Plan Tier III

Appendix D

Grade 1 Tier III

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services & will include more than one assessment*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Level 1 (based on Instructional Level Expectations for Reading)	Level 2 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work) 5 days/week	Reading Specialist
TC Concepts of Print	Concepts of Print - 11 or below	Concepts of Print >11	TC Concepts of Print	LLI 4-5 days/week	Other Service Provider
i-Ready Assessment	i-Ready Assessment Score at Tier 3	i-Ready Assessment Score at Tier 2	i-Ready Assessment	Guided Reading 5 days/week	
On Demand Writing	TC Rubric for Writing 1.5 and below		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations		Running Records		
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments	Sonday System (Orton Gillingham Methods) 4-5 days/week	

**** Switch strategies within an intervention every 2-3 weeks if no progress.***

Grade 2 Tier III

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services & will include more than one assessment*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Below Level 1 (based on Instructional Level Expectations for Reading)	Level 1 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work) 5 days/week	Reading Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 3	If no progress after 8 weeks of instruction, refer to IST (referral to CSE would be considered)	i-Ready Assessment	LLI 4-5 days/week	Other Service Provider
On Demand Writing	TC Rubric for Writing 1.5 and below		On Demand Writing	AIS 4-5 days/week	
Running Records	Does Not Meet Instructional Grade Level Expectations		Running Records	Sonday System (Orton Gillingham Methods) 4-5 days/week	
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments		

**** Switch strategies within an intervention every 2-3 weeks if no progress.***

Grade 3 Tier III

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services & will include more than one assessment*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark **IRLA** **Fountas & Pinnell-BAS**	Below Level 1 (based on Instructional Level Expectations for Reading)	Level 1 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work) 5 days/week	Reading Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 3	If no progress after 8 weeks of instruction, refer to IST (referral to CSE would be considered)	i-Ready Assessment	LLI 4-5 days/week	Other Service Provider
On Demand Writing	TC Rubric for Writing 1.5 and below		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations		Running Records	AIS 4-5 days/week	
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments	Sonday System (Orton Gillingham Methods) 4-5 days/week	

**** Switch strategies within an intervention every 2-3 weeks if no progress.***

Grade 4 Tier III

Screening Instruments	Entry Criteria ** All of the entry criteria will be considered when determining the need for services & will include more than one assessment*	Exit Criteria	Progress Monitoring Tools	RtI Services Available ** IST Team determines the frequency and duration of services*	Service Provider **Designation of the service provider is based on the recommendation of the IST Team*
TC Benchmark IRLA Fountas & Pinnell-BAS	Below Level 1 (based on Instructional Level Expectations for Reading)	Level 1 (based on Instructional Level Expectations for Reading)	TC Benchmark	Strategy Group (targeted skill work) 5 days/week	Reading Specialist
i-Ready Assessment	i-Ready Assessment Score at Tier 3	If no progress after 8 weeks of instruction, refer to IST (referral to CSE would be considered)	i-Ready Assessment	LLI 4-5 days/week	Other Service Provider
On Demand Writing	TC Rubric for Writing 1.5 and below		On Demand Writing		
Running Records	Does Not Meet Instructional Grade Level Expectations		Running Records	AIS 4-5 days/week	
Informal Assessments/ Conference Notes	Classroom Teacher Recommendation		Informal Assessments	Sonday System (Orton Gillingham Methods) 4-5 days/week	

**** Switch strategies within an intervention every 2-3 weeks if no progress.***

Riverhead Central School District

IST Referral Form

Student Information

Student's Name: _____ School: _____ Date: _____

Age: _____ Date of Birth: _____ Grade: _____ Student ID: _____

Referred By: _____ Classroom Teacher: _____

Has the student always attended Riverhead Central School District? ☐ No ☐ Yes

If no, please list previous school history: _____

Did the student attend Pre-School? ☐ No ☐ Yes If yes, name of Pre-School? _____

Other housing/home related issues: _____

How long has the student been going to school in the USA? _____

Has the student ever received instruction in English as a New Language/Bilingual Education?

☐ No ☐ Yes

If yes, indicate test results (NYSITELL/NYSESLAT with level) including the dates and intensity of services provided:

_____

_____

Is attendance a concern? ☐ No ☐ Yes

Number of days: Absent: _____ Tardy: _____

(Numerous absences require an attached copy of attendance report)

Was the student retained? ☐ No ☐ Yes If yes, which grade? _____

What was the reason for the retention? _____

_____

IST History (Please list dates): _____

Are there any medical/health concerns disclosed by the parent(s) that impact the student's academic performance? _____

Additional Information

Are there any behavioral concerns that directly impact the student's capacity to learn? _____

_____

_____

Communication with Parent/Guardian: _____

_____

Describe the student's strengths:

☐ Reading ☐ Math ☐ Writing ☐ Spelling ☐ Listening ☐ Speaking

☐ Art ☐ Library ☐ Music ☐ P.E. ☐ Adult Relations ☐ Peer Relations

Give specific examples: _____

_____

Academic Performance – (Data Scores-if applicable) (indicate language of assessment, if other than English)

READING

Highest Independent Reading Level _____ Highest Instructional Reading Level _____

CAP (*Concepts About Print*) _____ Word Identification Assessment _____

NYS ELA Assessment Score(s)_____ Other _____

WRITING

TC Rubric Score _____

MATH

Average of Unit Assessments ____

State Math Assessment Score(s) ____

SCIENCE

State Science Assessment Score(s) ____

Current NYSESLAT (for ELLs) ☐ Entering ☐ Emerging ☐ Transitional ☐ Expanding ☐ Commanding

NYSITELL (if applicable) ☐ Entering ☐ Emerging ☐ Transitional ☐ Expanding ☐ Commanding

Area of Concern

Reason for concern: _____

_____

Describe the foundational skills this student demonstrates in the area of concern:

_____

_____

How does the student approach/react to the area of concern? (i.e., daydreaming; refuse to work; bathroom; nurse; will not attempt; distracts others, etc.) _____

_____

Tier I, Tier II or Tier III Intervention(s) Tried:

Date	Intervention	Frequency/Duration	Data/Results

Student History

	K	1	2	3	4	5	6
Teacher							
Remedial Reading Specify Service(s) in Each Box	☐	☐	☐	☐	☐	☐	☐
Remedial Math	☐	☐	☐	☐	☐	☐	☐
ENL	☐	☐	☐	☐	☐	☐	☐
Resource Room	☐	☐	☐	☐	☐	☐	☐
CT	☐	☐	☐	☐	☐	☐	☐
Speech	☐	☐	☐	☐	☐	☐	☐
OT/PT	☐	☐	☐	☐	☐	☐	☐
Counseling	☐	☐	☐	☐	☐	☐	☐

(school letterhead insert)

Date: _____

Dear Parent or Guardian;

Earlier this year, we distributed a letter describing the Response to Intervention (RTI) process at our school. The RTI program is designed to ensure that your child receives a sound educational program designed to successfully meet the grade level learning expectations and state standards. In Tier I, your child's classroom teacher is providing targeted instruction using research based curriculum in both whole group and small group settings.

At this time, your child's assessment scores in reading indicate a need to add additional Tier II support.

[assessment data that indicated Tier II intervention]

Your child will begin Tier II interventions with [teacher name] [teacher title], on [date to begin intervention]. Within Tier II, we will provide additional focused instruction. We will monitor your child's progress and will notify you of any change in your child's RTI plan. Parents of students receiving an intervention beyond that of the general education class have a right to request an evaluation for special education programs and/or services.

If you have any questions about Tier II interventions, please contact your child's teacher or the appropriate teacher noted.

Sincerely,

[Teacher] [Principal]

(school letterhead insert)

Fecha: _____

Estimado Padre o Guardián;

A principios de este año, hemos distribuido una carta que describe el proceso de Respuesta a la Intervención (RTI) en nuestra escuela. El programa RTI está diseñado para asegurar que su hijo(a) reciba un programa educativo diseñado para satisfacer con éxito las expectativas de aprendizaje a nivel de grado y los estándares del estado. En el Nivel I el maestro de la clase de su hijo(a) está proporcionando instrucción específica usando currículo basado en la investigación, tanto como con el grupo completo y grupos pequeños.

En este momento, las puntuaciones de evaluación de su hijo(a) en lectura indican que su hijo(a) tiene una necesidad de agregar la ayuda adicional de Nivel II.

[Insert assessment data that indicated Tier II intervention]

Su hijo (a) comenzará el Nivel II de intervenciones con **[Insert teacher name]** maestro (a) de **[Insert translated teacher title],** el **[Insert translated date to begin intervention].** Dentro del Nivel II, proporcionaremos instrucción adicional enfocada en el salón de clases. Vamos a monitorear el progreso de su hijo(a) y le notificaremos de cualquier cambio en el plan de RTI de su hijo(a). Los padres de los estudiantes que reciben una intervención más allá de la clase de educación general tienen derecho a solicitar una evaluación para los programas y / o servicios de educación especial.

Si usted tiene alguna pregunta acerca de las intervenciones del Nivel II, por favor póngase en contacto con el maestro(a) de su niño(a) o el maestro(a) apropiado(a).

Atentamente,

[Insert Teacher name] [Insert Principal name]

(school letterhead insert)

Dear Parent or Guardian,

Earlier this year, we distributed a letter describing the Response to Intervention (RtI) process at our school. The RtI program is designed to ensure that your child receives a sound educational program designed to successfully meet the grade level learning expectations and state standards.

We have been monitoring your child's progress and the data indicates the need for intensive intervention, referred to as Tier III. Using these more intensive interventions, we will track your child's progress over time to monitor his/her success.

Your child will begin Tier III interventions with [teacher name] [teacher title], on [date to begin intervention]. Within Tier III, we will provide an additional [minutes] of focused instruction [number] times a week for approximately six to eight weeks. We will monitor your child's progress regularly and will notify you of any change in your child's Response to Intervention (RTI) plan. Parents of students receiving an intervention beyond that of the general education class have a right to request an evaluation for special education program and/or services.

If you have any questions about Tier III interventions, please contact your child's teacher or the appropriate teacher noted.

Sincerely,

[Classroom Teacher] [Intervention Specialist] [Principal]

(school lettterhead insert)

Fecha: _____

Estimados Padres de Familia o Guardián,

Al principio del año, se distruibio una carta describiendo el proceso de Respuesta a la Intervencion (RTI) de la escuela. El programa de RTI es diseñado a asegurar que su hijo/a reciba un programa educacional que le ayudara a lograr las expectativas de los estandares estatales al nivel del grado.

Hemos estado monitoreando el progreso de su hijo(a) y los datos indican la necesidad de una intervención intensiva, conocido como Nivel III. Utilizando estas intervenciones más intensivas, vamos a seguir el progreso de su hijo(a) con el tiempo para monitorear su éxito.

Su hijo(a) comenzará el Nivel III con [**teacher name**] [**teacher tittle],** el [**date to begin intervention**]. Dentro del Nivel III, proporcionaremos [**Numeber of minutes**] minutos adicionales de instrucción enfocada [**number of times**] veces por semana durante aproximadamente seis a ocho semanas. Seguiremos de cerca el progreso de su hijo(a) con regularidad y le notificaremos de cualquier cambio en la respuesta de su hijo(a) a la intervención del plan (RtI). Los padres de los estudiantes que reciben una intervención más allá de la clase de educación general tienen el derecho de solicitar una evaluación para los programas y / o servicios de educación especial.

Si usted tiene alguna pregunta acerca del Nivel III, por favor póngase en contacto con el maestro(a) de su niño(a) o el maestro(a) apropiado(a) señalado.

Atentamente,

[Classroom Teacher] [Intervention Specialist] [Principal]

QUICK FACTS

RtI Includes:

- High quality, research-based instructional supports in general education
- School-wide screening to determine which students need closer monitoring or additional interventions
- Multiple tiers of increasingly intense, research-based interventions matched to the needs of students
- Use of collaborative problem solving to develop, implement, and monitor interventions
- Continuous monitoring of student progress
- Active parent involvement throughout the process

Website Resources

http://www.rti4success.org/

www.nysrti.org

www.rtinetwork.org

www.ncld.org

http://resources.buildingrti.utexas.org/pdf/SPANISH_Parent_Booklet_cv.pdf

Parent Guide: Response to Intervention

Riverhead CENTRAL SCHOOL DISTRICT
INTEGRITY ♦ CREATIVITY ♦ RESPECT

Appendix H

Introduction:

This pamphlet provides parents, families and others with information regarding Response to Intervention (RtI). RtI is a process used in schools to provide well-designed instruction, closely monitor all students' progress and provide additional instructional supports to students who are struggling. This additional help is designed to assist those students with learning, particularly in the areas of reading and math.

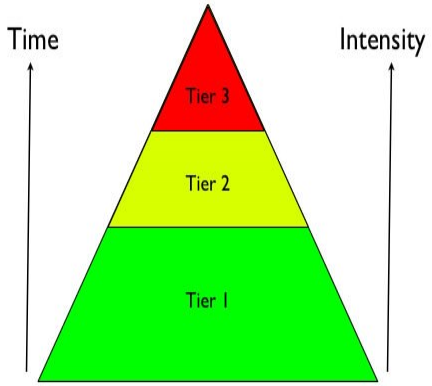
What is RtI?

RtI is a process designed to help schools match student needs to research based interventions. Student progress is monitored on a frequent basis. The information gained from the RtI process is used by school personnel to make decisions regarding the student's educational program.

What are advantages of RtI?

RtI allows schools to intervene early to meet the needs of all students. It maps specific instructional strategies found to benefit a particular student.

WHAT IS THE RtI PROCESS?



The RtI Model

The RtI process has 3 tiers that build upon one another. Each tier provides more intensive levels of support:

- **Tier 1 includes high quality instruction.** The school provides all students with access to high quality curriculum and instructional supports in the general education classroom. Tier 1 is the general education classroom with differentiated instruction and qualified staff.
- **Tier 2 includes additional targeted, supplemental instruction and interventions.** The school provides interventions to small groups of students who need more support than they are receiving through Tier 1. Your child's progress is monitored periodically to make decisions about the instruction and interventions provided.
- **Tier 3 includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students, which may include changes to the type or frequency of the intervention provided. Your child's progress is frequently monitored in Tier 3.

HOW ARE PARENTS INVOLVED?

If your child is struggling academically, it is necessary for the school to implement targeted academic interventions. You will be notified if this occurs. However, if it is determined that your child is not making sufficient progress with interventions provided in the classroom or small group, it may be necessary for your child to receive even more intensive intervention. If these interventions still produce insufficient progress, a referral for further evaluation may be requested.

Parents are involved through all tiers by doing the following:

- Communicate frequently with the teacher
- Attend school functions, such as back-to-school night and parent-teacher conferences
- Ask your child about his/her school day
- Monitor and assist with homework
- Support the classroom teacher
- Meet with the teacher if your child starts to experience difficulties or if you would like more strategies to use at home
- Assist teams with interventions as needed
- Implement and reinforce suggested strategies at home
- Support and praise your child as he/she improves-even small changes are reason to celebrate!

DATOS INTERESANTES

RtI Incluye:

- Instrucción de alta calidad, basada en la investigación y el apoyo de la conducta en la educación general
- Pruebas de Detección de toda la escuela para determinar cuales estudiantes necesitan una vigilancia más estrecha o intervenciones adicionales
- Múltiples niveles de intervenciones cada vez más intensas, basadas en la investigación adaptados a las necesidades de los estudiantes
- Uso de resolución colaborativa de problemas para desarrollar, implementar y monitorear las intervenciones
- El monitoreo continuo del progreso del estudiante
- Participación activa de los padres en todo el proceso

PARA MAS INFORMACIÓN SOBRE RTI VISITE ESTOS SITIOS WEB

http://www.rti4success.org/

www.nysrti.org

www.rtinetwork.org

www.ncld.org

http://resources.buildingrti.utexas.org/pdf/SPANISH_Parent_Booklet_cv.pdf

Guía para los padres: Respuesta a la Intervención

Riverhead CENTRAL SCHOOL DISTRICT
INTEGRITY ♦ CREATIVITY ♦ RESPECT

Appendix I

Introducción:

Este folleto ofrece a los padres, las familias y otras personas información sobre el programa de Respuesta a la Intervención (RtI). RtI es un proceso utilizado en las escuelas para proporcionar instrucción bien diseñada, seguir de cerca el progreso de todos los estudiantes y proporcionar apoyos educativos adicionales para los estudiantes que están teniendo dificultades. Esta ayuda adicional está diseñada para ayudar a los estudiantes con el aprendizaje, particularmente en las áreas de lectura y matemáticas.

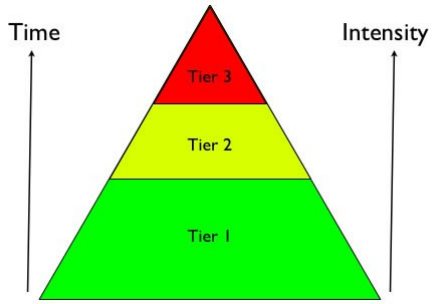
¿Qué es RtI?

RtI es un proceso diseñado para ayudar a las escuelas a responder a las necesidades de los estudiantes con intervenciones basadas en investigaciones. El progreso del estudiante es monitoreado en forma frecuente. La información obtenida atreves del proceso de RtI es utilizado por el personal de la escuela para tomar decisiones con respecto al programa educativo del estudiante.

¿Cuáles son las ventajas de RtI?

RtI permite a las escuelas a intervenir temprano para satisfacer las necesidades de todos los estudiantes. Asigna estrategias educativas específicas que benefician a un estudiante en particular

¿CUÁL ES EL PROCESO DE RtI?



El proceso de RtI tiene 3 niveles. Cada nivel apoyo más intensivo:

- **El Nivel 1 incluye una instrucción de alta calidad.** La escuela ofrece a todos los estudiantes acceso a un currículo, y instrucción y apoyo de alta calidad en el aula de educación general. El Nivel 1 es en el salón de clases de educación general con instrucción diferenciada y personal calificado.
- **El Nivel 2 incluye instrucciones y intervenciones suplementarias adicionales**. La escuela provee intervenciones a pequeños grupos de estudiantes que necesitan más apoyo que el que están recibiendo a través del Nivel 1. El progreso de su niño (a) es monitoreado periódicamente para tomar decisiones sobre la instrucción y la intervención practicada.
- **El Nivel 3 incluye intervenciones intensivas.** La escuela desarrolla e implementa intervenciones para satisfacer las necesidades individuales de los estudiantes, que pueden incluir cambios en el tipo o frecuencia de la intervención proporcionada. El progreso de su niño (a) es monitoreado con frecuencia en el Nivel 3

¿CÓMO PARTICIPAN LOS PADRES?

Si su hijo está teniendo dificultades académicas, es necesario que la escuela implemente intervenciones académicas con objetivos. Se le notificará si esto ocurre. Sin embargo, si se determina que su hijo (a) no está avanzando lo suficiente con las intervenciones proporcionadas en el aula o en grupos pequeños, puede ser necesario que su hijo (a) reciba aún más intensa intervención. Si las intervenciones intensivas siguen produciendo avances insuficientes, una referencia para una evaluación adicional puede ser solicitada.

Los padres participan a través de todos los niveles de la siguiente manera:

- Comuníquese frecuentemente con el maestro
- Asistir a funciones escolares, como la noche de regreso a la escuela y las conferencias de padres y maestros
- Pregúntele a su hijo (a) acerca de su día escolar
- Supervisar y ayudar con las tareas escolares
- Apoyar al maestro
- Reúnase con el maestro si su hijo (a) comienza a tener dificultades o si desea más estrategias para usar en casa
- Ayudar a los equipos con intervenciones según sea necesario
- Implementar y reforzar las estrategias sugeridas en el hogar
- Apoye y celebre los mejoramientos de su hijo (a) a medida que él / ella mejora, incluso los pequeños cambios son motivo de celebración

Appendix I