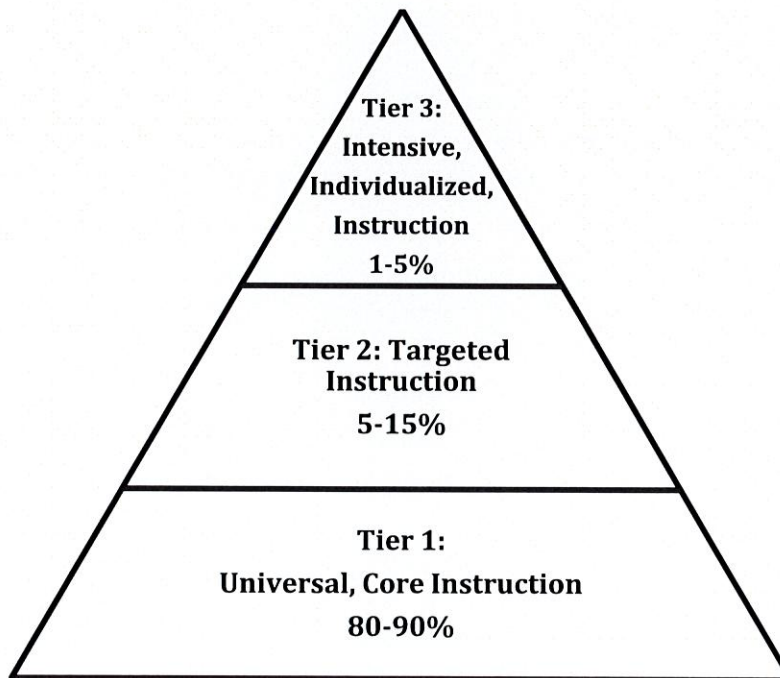


Lake Shore Central Schools
Evans-Brant Central School District
959 Beach Road
Angola, New York 14006
716-549-2300

RESPONSE TO INTERVENTION (RTI) PLAN K-5



Daniel Pacos, Superintendent of Schools
Melissa Bergler, Assistant Superintendent of Schools
Jill Benedict, Director of Pupil Personnel Services



NYS Education Department Requirements for RtI:

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

The Regents policy 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)]

Parents have the right to request an evaluation from the school district to determine if their child has a disability and whether their child is eligible for special education and related services.

District K-5 Schools

A. J. Schmidt Elementary School
Highland Elementary School
J. T. Waugh Elementary School

Principals

Jill Clark
Colleen Politowski
Abigail Wesley

What is RtI?

A PROCESS of implementing high quality scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. This involves:

- Using differentiated instructional strategies for all learners.
- Providing all learners with scientific research-based interventions.
- Continuously measuring student performance using scientifically research-based monitoring instruments for all learners.
- Making educational decisions based on a student's response to intervention.

RtI is a general education approach that aligns resources from general, remedial and special education through a multi-tiered service delivery model in order to provide scientific, research-based targeted instruction and interventions to struggling students.

RtI encompasses all students. Students with IEP's should always be considered to be part of the three-tiered model. It is imperative to include special education staff in the problem-solving process in order to review student eligibility, individual goals and objectives, and modifications on the IEP. Please reference Appendix #1 for a flowchart when a student with an IEP is identified as At-Risk on the District benchmark.

Grade Levels: K-5

Cycle of Review:

The RtI committee will review as needed.

Goals of RtI in the Lake Shore Central School District:

- Modify instruction and implement scientifically based interventions/instructional supports based on student needs, with the ultimate goal being student success in the form of increased academic achievement and positive behavior as early as possible.
- Identify student needs early.
- Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress based on up-to-date data.

Three Essential Components of RtI:

1. Use a three-tier model of school supports.
2. Utilize a problem-solving method for decision-making designed to inform the development of interventions.
3. Have an integrated data collection/assessment system to inform decisions at each tier of service delivery.

Purposes of the Data Collection/Assessment System in RtI:

- Inform instruction through data-based decision making.
- Provide early intervention.
- Monitor progress at the student, class, school, and district levels.
- Evaluate instructional programs/strategies.

District Universal Screenings:

These screenings are applied to all students in the class to identify those students who are **NOT** making academic progress at expected rates. Reading Specialists and classroom teachers will collaborate to administer. Each student in the identified grades is screened using the following measures:

- K-1 STAR Early Literacy: 3x per year
- 1- STAR Reading: 2x per year
- 2-5 STAR Reading: 3x per year
- 1-5 STAR Math: 3x per year

Grade Level Measures:

These are some of the District grade level measures that may be used to identify current levels of achievement and individual student needs.

- DIBELS Oral Reading Fluency
- NYS Assessments
- Curriculum Based Measures
- Fountas & Pinnell Benchmark Assessment System
- Classroom Observations
- Analysis of Student Work
- Running Records
- Behavioral Logs
- Disciplinary Referrals
- Attendance Data
- Report Card

Progress Monitoring Measures:

These are some of the progress monitoring measures that may be used to identify current levels of progress during intervention implementation.

- DIBELS Oral Reading Fluency Progress Monitoring passages
- Curriculum Based Measures
- STAR Early Literacy
- STAR Reading
- STAR Math
- IXL reports

Academic Interventions

Academic intervention means more intensive, scientific, and research-based instruction targeted to meet individual student needs. Academic interventions are designed to help students achieve the NY Standards in English Language Arts and Mathematics in grades K-5.

Parents may not refuse to have their children participate in academic interventions if they are offered within the regular school day. Parents should freely express their concerns about academic interventions. School staff should share evidence of the student's need for academic intervention services and work with parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school. According to the State Education Department, a student is required to participate in appropriate academic programs during the regular school day.

Title 1 Parent and Family Engagement Policy #8260 Overview

Each Title 1 school within the District will develop a building-level parent and family engagement plan. Each school building-level plan will:

1. Describe how to convene an annual meeting, at a convenient time, to inform parents/family members of their school's participation in Title 1 programs, the requirements and the rights of parents/family members to be involved. All parents/family members of these children will be invited and encouraged to attend the meeting;
2. Offer annual meetings at flexible times for parents/family members
3. Involve parents/family members in an organized, ongoing and timely way in planning, reviewing and improving Title 1 programs, including this policy;
4. Provide timely information about programs to parents/family members, including descriptions/explanations of curriculum, forms of assessment used to measure student progress, expectations in terms of proficiency levels of challenging state academic standards, and if requested by parents/family members, opportunities for regular meetings to formulate suggestions and participate in decisions relating to their child's education. The district will respond to any suggestions as soon as practicably possible; and
5. Develop a compact jointly with parents/family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents/family members will build and develop a partnership to help all children achieve the state's standards. Have a compact that includes:
 - a. A description of the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment;
 - b. A description of the ways in which each parent/family member will be responsible for supporting their child's learning such as monitoring attendance and homework, by participating or volunteering in their child's classroom and participating as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 - c. A statement addressing the importance of communication between teachers and parents/family members on an ongoing basis through, at a minimum:
 - i. Annual parent/family member – teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - ii. Frequent reports to parents/family members on the child's progress;

- iii. Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing classroom activities; and
- iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Fall RtI Universal Screening Analysis:

- Following the September administration of STAR to students in grades K-5, the RtI team will meet with each classroom teacher to review student data.
- The team will identify, develop and share Action Plans for students in grades 1-5 targeted for Tier 2 and Tier 3 support in the fall with classroom teachers. Students in Kindergarten will be officially targeted after the first Phonics First screening.
- The team will then draw attention to those students identified as at risk on STAR, especially those that do not currently have an RtI Action Plan. Those may be students the teacher targets for a Tier 1 intervention.
- A potential review date will be set for the Tier 2 and 3 students.
- The classroom teacher will need to complete an RtI Referral (Form A), the Observation Checklist (Form B), and the Tier 1 Classroom Intervention Plan (Form C) on the Tier 1 students if the intervention they implement is not sufficient or if they would like to brainstorm interventions (Form A & B only).

3-Tier (RtI) Instructional Model

RtI is implemented using three tiers of high quality research-based instruction and interventions. This three-tier model attempts to integrate both academic and behavioral components as part of a cohesive academic system of support for improving the performance of all learners and allowing students to make progress toward reaching grade level benchmarks.

The core program is most effective when it is implemented consistently, with fidelity to its design. Interventions are also most effective when implemented consistently with fidelity.

Students are able to move in and out of the individual tiers based on how well they respond.

Parent Notification: Written notification will be given to parents when a student requires an intervention.

Tier 1: Universal, Core Instruction

Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.

- Core Reading/ELA & Math programs
- Utilize scientifically research-based strategies with fidelity through differentiated instruction
- Large and small group instruction
- 80-90% of students
- Data-driven general instruction and support to all students in all settings
- All students participate in the district universal screening 3 times per year
- Targets a specific skill(s) based on data that shows that the student needs additional support
- Progress monitoring as appropriate
- If progress is being made, then continue to monitor the student in the Tier 1 classroom setting providing additional support as needed
- If progress is not being made, then Tier 2 services may be warranted based on data
- Evaluate instructional programs based on student data

Tier 2: Targeted Interventions

Tier 2 targets 5-15% of students who are at some risk of not achieving NYS Standards and require more specific academic and/or behavior instruction and support in order to be successful. Tier 2 instruction and interventions are provided alongside a high quality core instruction to those students for whom data suggests additional support is warranted. These interventions/instructional supports may be short-term or they may continue for an entire school year. Based on student data, Tier 2 provides targeted instruction by a Reading Specialist or other intervention providers.

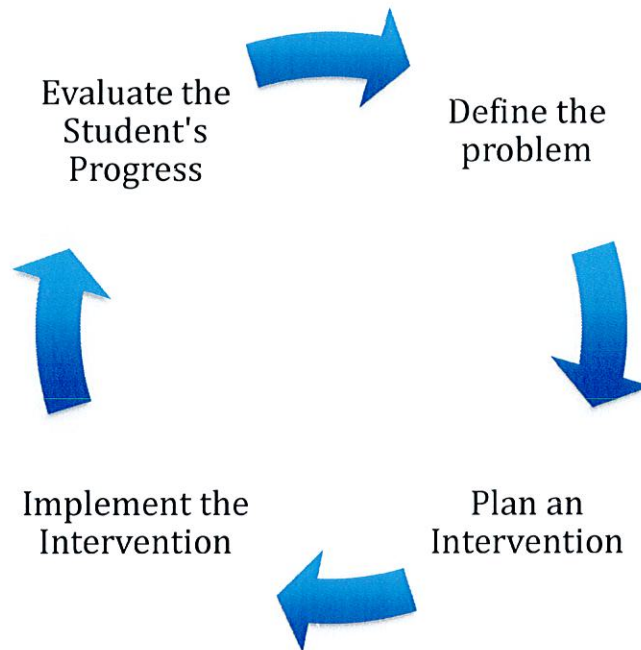
- Interventions and support targeted to meet individual student needs
- Implement scientifically research-based interventions with fidelity based on student data to target specific skill deficits
- Small group intervention (no more than 3-5 at risk students recommended)
- 5-15% of students
- Parents will be notified when the RtI Team implements Tier 2 services.
- Progress monitoring by the Tier 2 intervention provider varies
- If progress is being made, continue to provide Tier 2 intervention services and monitor progress
- If progress improves, student may be moved back to Tier 1
- If progress is not being made, then Tier 3 services may be warranted based on data
- Evaluate effectiveness of instructional changes based on data

Tier 3: Intensive Interventions

Tier 3 targets only 1-5% of students who are at high risk of not achieving NYS Common Core Learning Standards and require more intensive, scientific, and research-based interventions/instructional supports to succeed. The intensive intervention consists of small group or individual instruction for students with severe difficulties and may include special education supports and community agency involvement. Based on student data, Tier 3 provides intensive instructional interventions by a Reading Specialist or other intervention providers in small groups using scientifically research-based strategies, resources, or programs.

- Interventions and supports targeted to meet individual student needs
- Implement scientifically research-based interventions with fidelity based on student data to target specific skill deficits
- Individual or small group intervention (no more than 1-3 at risk students recommended)
- Increase in frequency and/or duration
- 1-5% of students
- Parents will be notified when the RtI Team implements Tier 3 services.
- Progress monitoring varies based on the intervention/tool, but it should be more often than Tier 2
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 2 or 1.
- If progress is not being made, then the RtI team may recommend a referral to the Committee of Special Education. The recommended time frame prior to a referral is 12 weeks of an intervention, at least 8 of which are at Tier 3, to the extent practicable for grades 1-5. For Kindergarten, the recommended time frame prior to a referral is 12 weeks of a Tier 3 intervention, to the extent practicable.
- **A student need not be required to meet the 12 week expectation before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan).**
- Evaluate effectiveness of instructional changes based on data

The Problem Solving Cycle



Problem-solving method of decision-making: Across the tiers, the problem solving method is used to match instructional resources to education need. The problem-solving method is as follows:

1. Define the problem by determining the discrepancy between what is expected and what is occurring.
2. Analyze the problem using data to determine why the discrepancy is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Use progress-monitoring data to evaluate the effectiveness of the intervention plan.

Special Education Eligibility Considerations: If a student continues to be at risk despite sufficient and consistent interventions implemented with integrity, or if the team feels that a particular student will require a continued level of intensive intervention in order to achieve educational success throughout his/her school career, the team may suspect that the student has a disability and make a referral for evaluation. At this level there should be adequate documentation to suggest that despite interventions the student fails to demonstrate progress toward the target goal or behavior.

If the team determines there is a suspected disability, they must follow and complete the CSE referral process. The CSE will meet to develop an Individualized Education Plan (IEP) if the student is eligible for special education services. If the student is not eligible for special education services, the RtI team will meet to review interventions and make recommendations.

RtI Team Protocol

RtI teams may include the following team members:

- *School Counselor*
- *School Psychologist*
- *Reading Specialist*
- *Classroom Teacher*
- *Other Certified Teachers that provided AIS*

When Applicable, Teams will also include:

- *Speech/Language Therapists*
- *Special Education Teacher*
- *OT/PT Therapists*
- *Other Related Service Providers*
- *Nurse*

Initial Meetings will follow the completion of the Fall STAR Screenings each year.

New RtI referrals, including related services, will be accepted between November 1st and April 1st of each year, to the extent practicable.

Steps for Referring a Tier 1 student to the RtI Team for a change in Tier based on data and for review meetings:

1. The referring teacher identifies the student and the concern based on a review of data collected for Tier 1 interventions/strategies provided to the student.
2. Teacher calls and/or conferences with the parent/family members about concerns prior to making a referral.
3. The referring teacher completes and submits to the School Counselor:
 - a. **Student Referral –FORM A**
 - b. **Observation Checklist- FORM B**
 - c. **Tier 1 Classroom Intervention Plan- FORM C**
4. The School Counselor will also forward the referral form, the observation checklist, and the Tier 1 classroom intervention plan to the appropriate team members. A meeting will be scheduled after the appropriate RtI team members have reviewed the referral.
5. The classroom teacher comes prepared to the meeting with appropriate data supporting the referral. Meetings will be rescheduled if the appropriate paperwork is not available.
6. An Action Plan will be developed at the meeting to document the analysis of the forms, the data, and a discussion about the student.
7. The RtI Team will provide parents with the RtI (Tier 2 and 3) letter, a sample can be found in the appendix. The School Counselor will develop the RtI letters and work with the Building Administrator to create a process for having the RtI letters printed, mailed home and copies filed in the student's RtI folder.
8. The School Counselor will make the Action Plan available to the appropriate committee members and the classroom teacher following the meeting. The School Counselor will keep an updated copy of the Action Plan on file, available upon request. The School Counselor will also keep data collection graphs/lists on file.
9. The School Counselor will schedule a review meeting for students at Tier 2 and 3 at least twice a year in addition to the initial universal screening analysis meetings, to the extent practicable.

10. The purpose of the **review** meeting is to review current data to determine how the student is responding to the Tier 2 or 3 interventions that have been implemented. The committee will use the review questions at the top of the Action Plan to review student progress and update the student's Action Plan as necessary. A parent letter will be sent home after each Tier 2 and Tier 3 review meeting. Refer to #7 regarding letters.

Steps for referring a student to the RtI Team for a Tier 1 Brainstorming meeting:

The purpose of the Brainstorm meeting is to assist the teacher in developing a Tier 1 intervention for a student. This process is not required. A teacher may implement a Tier 1 intervention without having a brainstorming meeting.

1. The referring classroom teacher identifies the student and the concern.
2. The referring classroom teacher completes and submits to the School Counselor:
 - a. **Student Referral –FORM A**
 - b. **Observation Checklist- FORM B**
3. The School Counselor will also forward the referral form and the observation checklist to the appropriate team members. A meeting will be scheduled after the appropriate RtI team members have reviewed the forms.
4. The classroom teacher comes prepared to the meeting with appropriate supporting data.
5. The team will keep a record of anecdotal notes based on the information shared at the meeting. There will not be a review meeting scheduled unless requested by the teacher after a Tier 1 intervention has been implemented.
6. The classroom teacher will update parents/family members as needed based on student response to ideas that may be implemented following the meeting.

Appendices

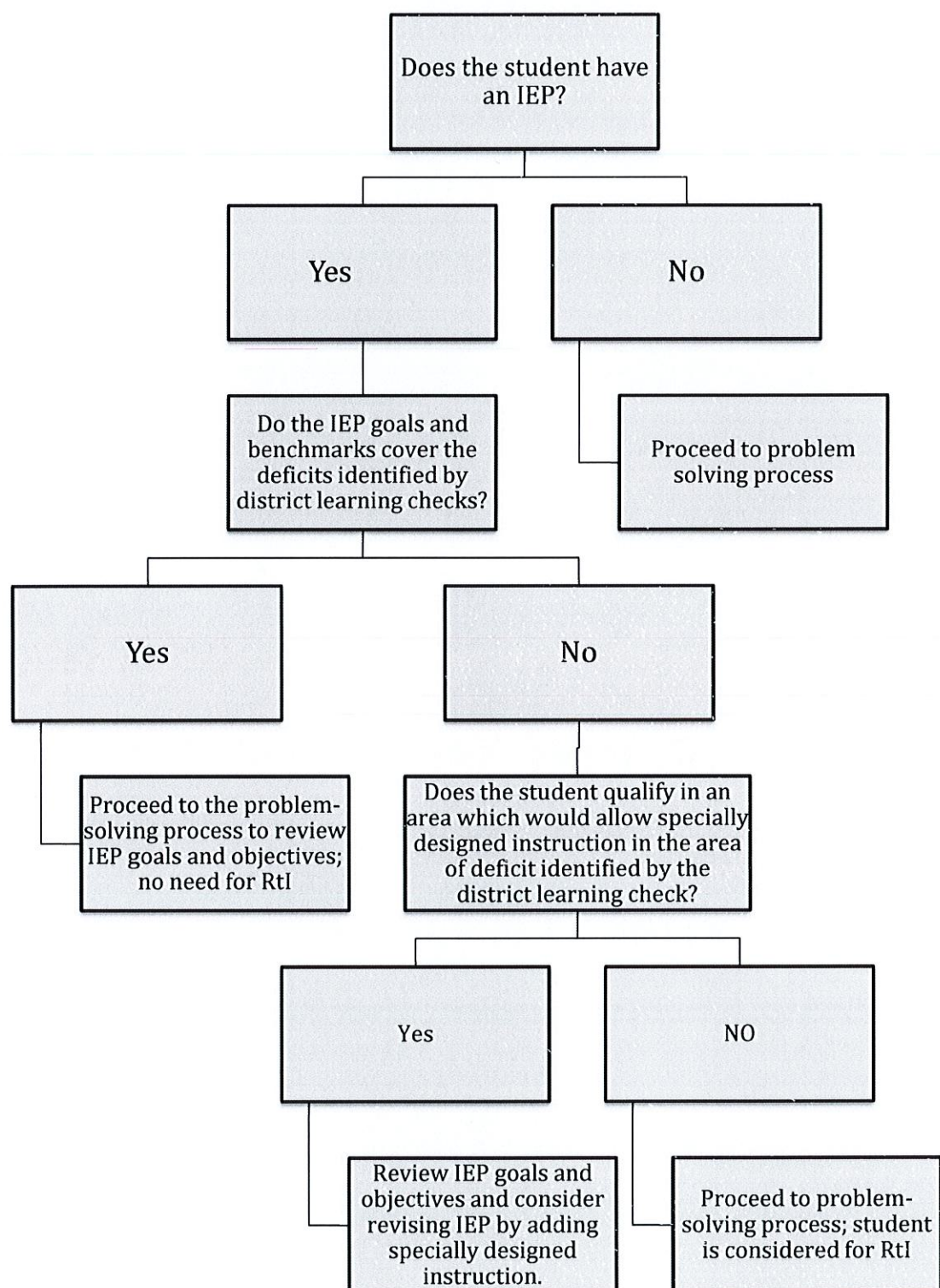
Appendix #1: Decision-Making Guide for Students with IEP's

Appendix #2: RtI Forms

Forms may look different at each building, but the content remains consistent.

- Form A: Student Referral
- Form B: Observation Checklist
- Form C: Tier 1 Classroom Intervention Plan
- Form D: Action Plan

Appendix #3: Sample Parent Letter

Decision-Making Guide for Students with IEP's

Lake Shore Central Schools Confidential RtI Team Student Referral

What is the purpose of this referral?

_____ Intervention/Strategy Brainstorming

_____ Tier 1 Intervention Review

Prior to the Meeting:

	Parent Notified by classroom teacher	Parent Name:	Date Notified:
	Observation Checklist completed & attached, Form B		
	Tier 1 Classroom Intervention Plan completed & attached, Form C (only necessary for Tier 1 Intervention Review meetings)		
	Progress Monitoring Data collected & attached (only necessary for Tier 1 Intervention Review meetings)		

Student Information

Student:	Grade/Homeroom Teacher:
Date of Birth:	Referring Teacher:
Parent/Family Member:	Phone #:

Reason for Referral:

Check appropriate box:

☐

Academic

☐

Behavior/Attendance

☐

Social-Emotional

Student Strength(s)	Evidence Observed	Comments

Student Weakness(es)	Evidence Observed

Date Received: _____

Meeting Date: _____

Lake Shore Central Schools
Confidential RtI Team Observation Checklist

Check all that apply.

Reading	
<input type="checkbox"/>	Difficulty with letter names
<input type="checkbox"/>	Difficulty with letter sounds
<input type="checkbox"/>	Difficulty with phonemic awareness
<input type="checkbox"/>	Difficulty with phonics
<input type="checkbox"/>	Limited reading vocabulary
<input type="checkbox"/>	Dysfluent reading
<input type="checkbox"/>	Difficulty with reading comprehension
<input type="checkbox"/>	Other:

Written Expression	
<input type="checkbox"/>	Difficulty with writing speed
<input type="checkbox"/>	Difficulty with spelling
<input type="checkbox"/>	Difficulty with writing mechanics
<input type="checkbox"/>	Difficulty expressing thoughts in writing
<input type="checkbox"/>	Difficulty organizing thoughts in writing
<input type="checkbox"/>	Other:

Mathematics	
<input type="checkbox"/>	Difficulty understanding number sense
<input type="checkbox"/>	Difficulty with basic operations
<input type="checkbox"/>	Difficulty with Addition fact fluency
<input type="checkbox"/>	Difficulty with Subtraction fact fluency
<input type="checkbox"/>	Difficulty with Multiplication fact fluency
<input type="checkbox"/>	Difficulty with Division fact fluency
<input type="checkbox"/>	Difficulty solving word problems
<input type="checkbox"/>	Other:

Listening Comprehension	
<input type="checkbox"/>	Difficulty understanding spoken language
<input type="checkbox"/>	Difficulty following verbal directions
<input type="checkbox"/>	Other:

Oral Expression	
<input type="checkbox"/>	Difficulty expressing thoughts and ideas
<input type="checkbox"/>	Limited speaking vocabulary
<input type="checkbox"/>	Other:

Speech	
<input type="checkbox"/>	Stutters
<input type="checkbox"/>	Difficulty articulating speech sounds
<input type="checkbox"/>	Other:

Memory	
<input type="checkbox"/>	Difficulty retaining information over time
<input type="checkbox"/>	Difficulty remembering what is seen
<input type="checkbox"/>	Difficulty remembering what is heard
<input type="checkbox"/>	Other:

Perceptual/Motor Skills	
<input type="checkbox"/>	Difficulty with coordination
<input type="checkbox"/>	Difficulty with body space awareness
<input type="checkbox"/>	Difficulty with letter formation
<input type="checkbox"/>	Difficulty with spacing
<input type="checkbox"/>	Letter/number reversals
<input type="checkbox"/>	Difficulty copying from the board/book
<input type="checkbox"/>	Difficulty with directional tracking
<input type="checkbox"/>	Other:

Attention and/or Organization	
<input type="checkbox"/>	Difficulty with organization
<input type="checkbox"/>	Easily distracted
<input type="checkbox"/>	Difficulty beginning a task
<input type="checkbox"/>	Difficulty completing a task
<input type="checkbox"/>	Under-active/lethargic
<input type="checkbox"/>	Loses or forgets work/materials
<input type="checkbox"/>	Overactive/excessive motor movements
<input type="checkbox"/>	Difficulty following classroom routines
<input type="checkbox"/>	Homework not completed and turned in
<input type="checkbox"/>	Other:

Social/Emotional	
<input type="checkbox"/>	Lacks motivation
<input type="checkbox"/>	Lacks self-control
<input type="checkbox"/>	Easily frustrated
<input type="checkbox"/>	Sudden change(s) in mood
<input type="checkbox"/>	Inconsistency in performance
<input type="checkbox"/>	Seeks frequent approval
<input type="checkbox"/>	Interrupts/distracts class
<input type="checkbox"/>	Verbally aggressive toward others
<input type="checkbox"/>	Physically aggressive toward others
<input type="checkbox"/>	Difficulty interpreting social cues
<input type="checkbox"/>	Difficulty making/keeping friends
<input type="checkbox"/>	Difficulty accepting responsibility for behavior
<input type="checkbox"/>	Easily influenced by others
<input type="checkbox"/>	Poor self-concept
<input type="checkbox"/>	Expresses thoughts of dropping out
<input type="checkbox"/>	Legal issues
<input type="checkbox"/>	Sleeps in class/lethargic
<input type="checkbox"/>	Poor hygiene or deterioration in appearance
<input type="checkbox"/>	Home support concerns
<input type="checkbox"/>	Wellness concerns-briefly explain below
<input type="checkbox"/>	Seems tense and edgy
<input type="checkbox"/>	Frequent psychosomatic complaints/nurse visits
<input type="checkbox"/>	Other:

Tier 1 Classroom Intervention Plan



Student	
Classroom Teacher	
Specific Skill Addressed by Intervention	
Tier 1 Intervention <i>-must involve direct instruction/intervention by a teacher in school</i>	
Frequency & Duration	
Progress Monitoring Tool	
Goal	
Start Date	

- The **number of data points** needed to indicate a trend varies depending on the intervention and the tool, please consult with an intervention provider.
- If it was a **Reading or Math intervention**, you must bring the **STAR graph**.
(Additional data may be provided- example: IXL reports, DIBELS, classroom assessments, behavior charts, attendance records...)
- For other interventions, **provide either a graph or an organized list** of your data identifying the progress monitoring tool you used to gather that data.

**Lake Shore Central Schools
Student Action Plan**

**Appendix #2: Form D
Confidential Response to Intervention**

Student:	Grade:
Homeroom Teacher:	School Year:

Review Progress Monitoring Data for each intervention by answering the following the questions:

- 1. Was each intervention implemented with fidelity to the intervention design?**

Yes
No
- 2. Has the student reached the identified intervention goal?**
 - *If the answer is yes, then the student will be returned to Tier 1 and monitored by the classroom teacher.*
 - *If the answer is no, continue to #3*
- 3. Is the student's progress toward the identified goal improving at an acceptable rate?**
 - *If the answer is yes, then continue with the current intervention. The team will review again in 6-8 weeks, to the extent practicable.*
 - *If the answer is no, then continue to #4*
- 4. Is it time to increase a student's Tier status and/or time to explore other options, such as as a referral to the Committee of Special Education?**
 - *The team will determine whether to increase the frequency and/or duration of the current intervention or to change the intervention along with the frequency and/or duration based on current student data.*
 - *Changes in Tier status and/or other recommendations will be reflected in the chart below.*
- 5. When will the committee meet again to review the interventions?**

Meeting Date <i>-newest information at the top</i>	Intervention	Duration	Entry Criteria	Provider	Start Date	Progress Monitoring Tool & Goal

LAKE SHORE CENTRAL SCHOOLS

EVANS-BRANT CENTRAL SCHOOL DISTRICT
DISTRICT OFFICE: 959 BEACH ROAD, ANGOLA, NEW YORK 14006-9782

On Beautiful Lake Erie

All Schools 716-549-2300
Fax 716-549-6407
www.lakeshorecsd.org

SENIOR HIGH
959 BEACH ROAD
ANGOLA, NY 14006-9782
716-549-2307
FAX 716-549-4033

MIDDLE SCHOOL
8856 ERIE ROAD
ANGOLA, NY 14006-9624
716-549-2400
FAX 716-549-4374

ANTHONY J. SCHMIDT
9456 LAKE SHORE ROAD
ANGOLA, NY 14006-9400
716-549-2300
FAX 716-549-4428

HIGHLAND
6745 ERIE ROAD
DERBY, NY 14047-9698
716-549-2440
FAX 716-547-9269

JOHN I. WAUGH
100 HIGH STREET
ANGOLA, NY 14006-1300
716-549-2370
FAX 716-549-2380

TRANSPORTATION
8710 N. MAIN STREET
ANGOLA, NY 14006-9603
716-549-2280
FAX 716-549-4369

W. T. HOAG EDUC. CENTER
42 SUNSET BOULEVARD
ANGOLA, NY 14006-1000
716-549-2480
FAX 716-549-4391

Date

Dear Parent/Family Members:

Re: Student Name

Lake Shore Central Schools believes in providing the highest quality of education for every student. To meet this goal, we have adopted a three-tiered approach to instruction. This process, known nationally as **Response to Intervention (RtI)**, gained attention when federal law established the three-tiered approach to identify and provide early intervention to struggling students. Tier 3 is a high intensity intervention and Tier 2 is a moderate intensity intervention. Students needing interventions/instructional supports will be monitored frequently to ensure they meet grade level expectations.

Our RtI Committee has completed a review of (student name) recent academic and/or behavioral data. Based on that information, (student name) will receive the interventions outlined below.

Intervention	Duration	Entry Criteria	Provider	Start Date

The RtI provider will track your child's progress within the intervention areas indicated above on a regular basis to monitor his/her success. You will be periodically notified about your child's performance. Academic interventions/instructional supports are provided in the general curriculum and are designed to assist students in meeting NYS Standards.

This service is being provided because your child is at risk of not achieving NYS Standards. These RtI services will be provided during the school day and will continue during the current school year until your child demonstrates sufficient evidence of progress toward meeting NYS Standards.

Parents have the right to request an evaluation from the school district to determine if their child has a disability and whether their child is eligible for special education and related services. This request should be made in writing to the building principal.

If you have any questions regarding the information located in this letter or about your child's progress, please telephone the school at (school phone #).

Sincerely,

(Principal name)