

Baldwinsville Central School District Response to Intervention Plan

K-8

(updated March 2019)



Baldwinsville
Central School District
Achieving our full potential together.

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Baldwinsville Central School District

Response to Intervention Plan

Overview

The Baldwinsville Central School District Response to Intervention (RtI) Plan is developed to meet the requirements of Section 117.3 which ensures student progress toward meeting state standards. RtI is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners, by preventing smaller learning problems from becoming larger gaps. These services are available to students with disabilities on the same basis as non-disabled students; however, services shall be provided to the extent consistent with the student's Individualized Education Plan (IEP) in the academic area not identified in their IEP.

Purposes

- Helps students meet and/or exceed the New York State Learning Standards in mathematics, English language arts, science, and social studies as measured by New York State assessments and other local assessments.
- Leads to more appropriate identification of and interventions for students with learning disabilities. This decision as to whether a student has a learning disability must be based on extensive and accurate information leading to the determination that the student's learning difficulties are not the result of the instructional program or approach.

Core Instruction

- **Literacy:** explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension skills and strategies. [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. For high quality early literacy instruction, the core reading and writing program will minimally be scheduled daily for 155-165 minute literacy block in kindergarten through 1st grade and 110-120 minute literacy block in grades 2-5. Literacy instruction in grade 6 will be 80 minutes daily, and in grades 7-8, students will receive a 40 minute class every day. **Balanced Lit. Framework**
- **Mathematics:** instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability. The core math program will minimally be scheduled daily for 60 minutes at grades K-5, 40 minutes at grades 6-8.

RtI Assessment Plan

Instructional Support Teams (IST) and Building/Grade-Level Data Teams meet on a regular basis to review student data using the Baldwinsville Central School District Guidelines for RtI (Appendix 2).

- **Screening** - an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors.
 - Screenings are conducted for the purposes of initially identifying students who are at-risk for academic failure and who may require closer monitoring and/or further assessment.
 - All students in grades K-8 will be given appropriate screening measures three times a year. STAR Reading, STAR Math, and/or aimswebPlus will provide instructional staff with a valid and reliable screening package.
 - Having these screening measures in place will ensure compliance with Section 117.3 of the Regulations of the Commissioner of Education, which requires that students with low test scores be

monitored periodically through screenings and ongoing assessments of the students' reading and mathematical abilities and skills.

- **Progress monitoring** - weekly, bi-weekly or monthly assessments conducted to confirm or disprove initial risk status for 5-9 weeks. Differentiated instruction will continue to be provided to those students identified as at-risk.
- **Local Assessments** - a variety of diagnostic measures to determine student growth, including, but not limited to: Developmental Reading Assessment, running records, teacher created assessments, curriculum based assessments, etc.

NOTE: Grade 6-8 details follow after this section.

RtI Tiered System

Our multi-tiered system consists of layers of increasingly intense intervention that respond to student-specific needs. To make it clear to academic staff delivering interventions to students we have a Tier Descriptor Form. Appendices 2-4 specify options for intervention programs, interventionists, frequencies, and durations that are academically appropriate for students in Tier 1, Tier 2, or Tier 3 interventions.

- Tier 1 is identified as the core instructional program, including differentiation, provided to all students by the general education teacher in the general education classroom. Research-based instruction, positive behavior interventions and supports are included in this core curriculum.
- Tier 2 intervention is typically small group supplemental support. This supplemental instructional intervention is provided **in addition to** Tier 1 instruction. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, or in a diagnostic assessment. Students are often grouped according to instructional need. Tier 2 intervention will take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and durations. Individual student needs affect the determination of these variables. Students in a Tier 2 intervention will be progress monitored at regular intervals to determine intervention effectiveness.
- Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. It differs from Tier 2 intervention in terms of time, duration, group size, intensity and focus. This tier provides greater individualized instruction in a small group setting. Students in a Tier 3 intervention will also be progress monitored at more frequent intervals by school personnel who are highly skilled or trained in the areas of academic need.

Parent Notification

- On the Schooltool Parent Portal, parents will receive their child's benchmarking results following test administration.
- In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 or Tier 3 interventions, parents must be notified in writing.
- The district will notify a parent if their son/daughter is suspected of having a learning disability. Parents will receive data-based documentation of the student's achievement at reasonable intervals reflecting formal assessment of a student's progress during instruction. This is consistent with section 200.4(j) of the Regulations of the Commissioner of Education.
- If a student is not attending school regularly and his/her attendance has seven (7) or more absences, parents will be notified that intervention fidelity is being compromised. A student's school can only make decisions

about the effectiveness of instructional interventions if he/she is attending school regularly; and if a student is not, building-level data teams and Committees on Special Education cannot determine whether a child's learning struggles are predominantly due to a lack of appropriate instruction.

Professional Development

- We believe effective implementation of a data-based decision making process like RtI requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process.
- The RtI model in our school district has included several opportunities for staff to understand the RtI Process. Our staff is skilled in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students' aim-lines of learning.
- Individuals who will be participating in the instructional support teams have a broad understanding of interventions and are highly skilled in data analysis, problem solving, and decision making in support of improving instructional programs for students referred to the team.

Refusal of RtI Services

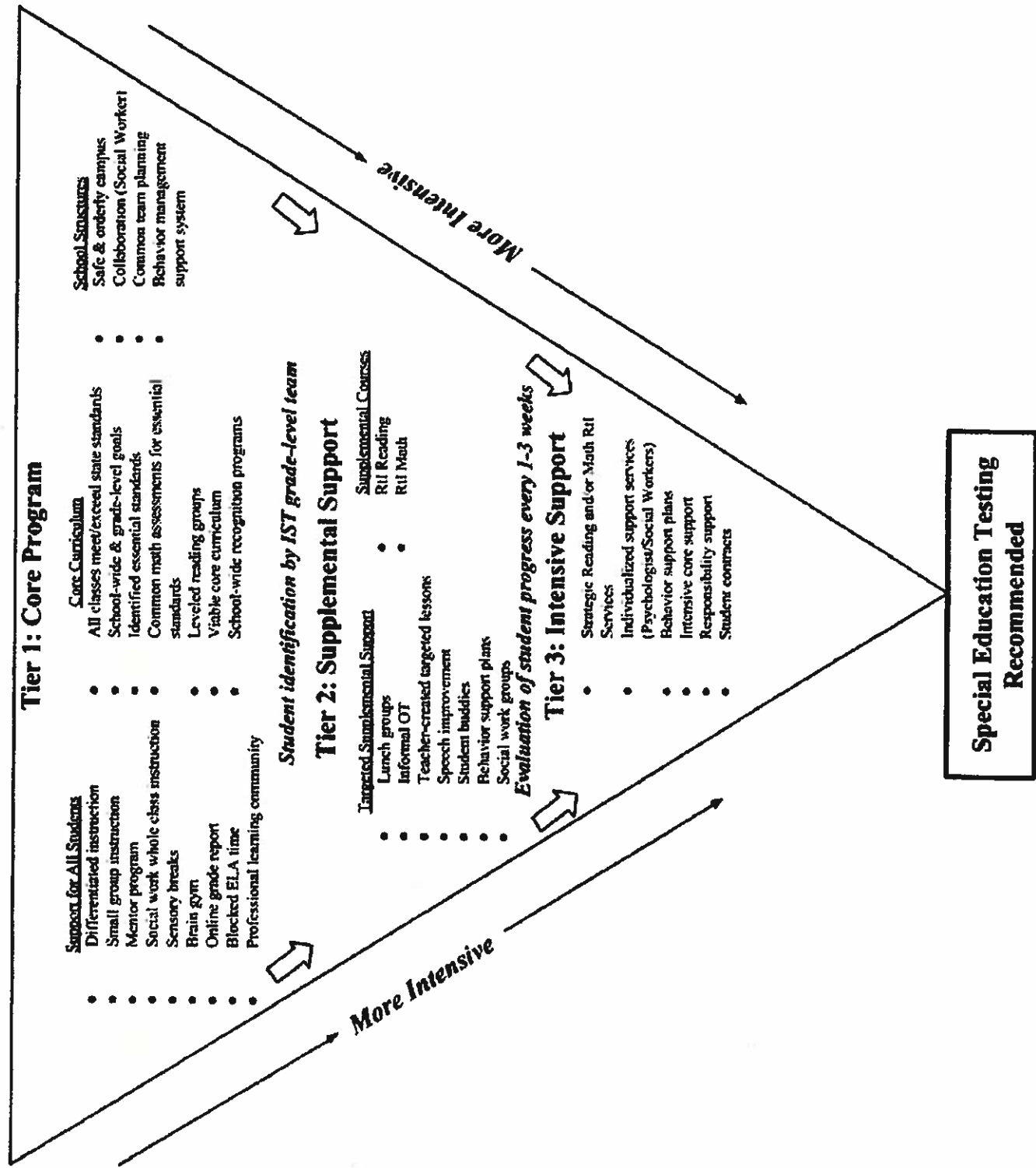
The District reserves the right to determine eligibility for RtI Services, per the guidelines outlined in this document. Should a parent/guardian refuse services, the following is a guideline for how the school personnel should respond. It is important to remember that early, frequent and clear communication between the teacher, school and parent/guardian about a student's academic needs is recommended. For younger, primary students, it is recommended that the teacher/RtI provider personally contact parents to describe services and alleviate any concerns prior to an RtI Parent Letter being sent home.

If the school is notified that a parent/guardian refuses RtI services the building administrator should facilitate follow-up communication with the parent, such as:

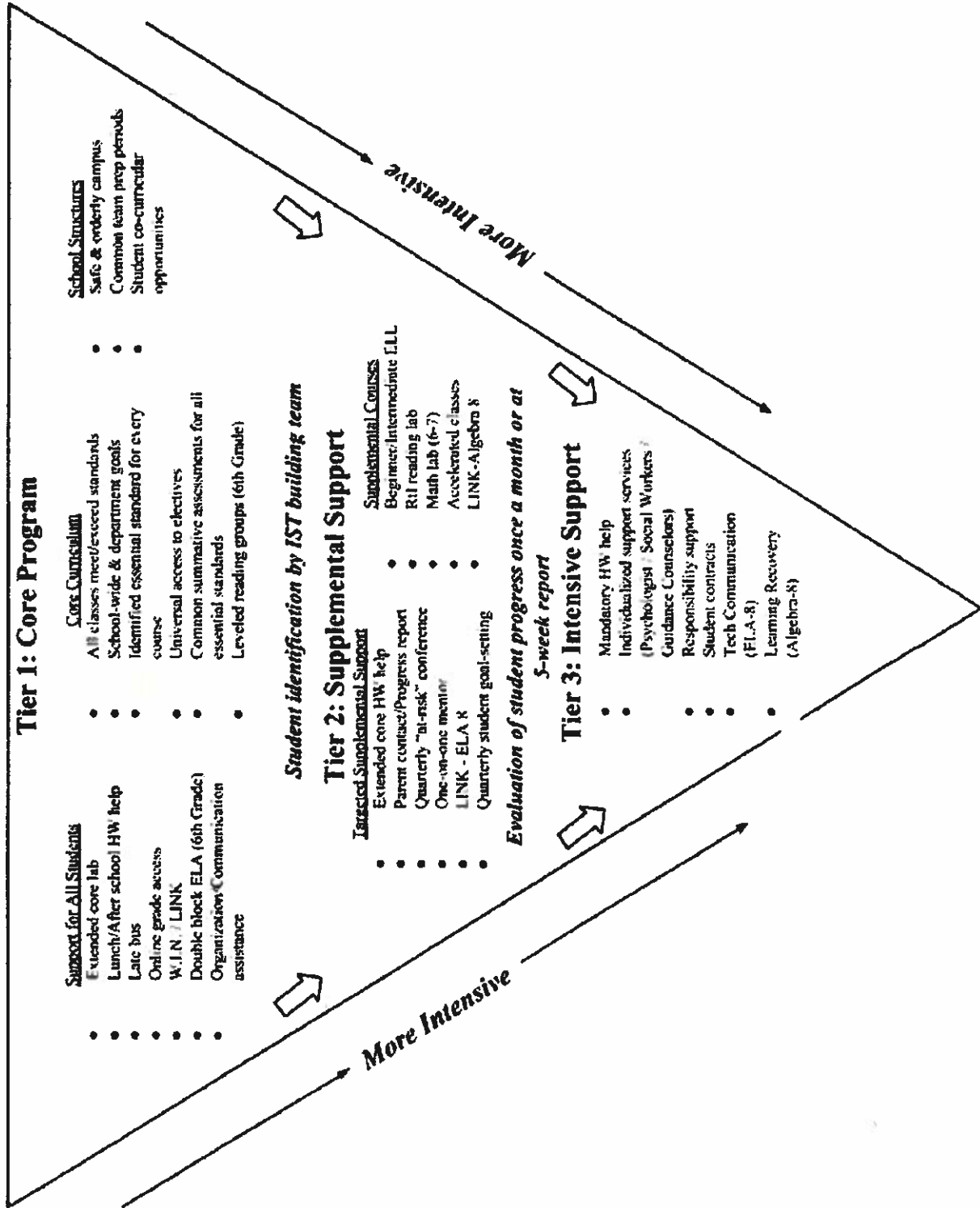
- The teacher should meet with the parent to review all data and anecdotal notes that were used in making determination of services; share that this is a fluid service and is meant to support the student in the area of need for only as long as she/he requires and/or -
- The RtI provider can join the teacher for the parent meeting to explain the level of support and instructional goals/approach/program; and/or -
- A building administrator should have a conversation with the parent to explain the benefit of services and answer questions

If the parent/guardian continues to refuse services, the building administrator can reserve the right to maintain recommendation for services. At that point the building administrator should consult with either the Director of Elementary/Secondary Curriculum & Instruction. The parent may be referred to the Director for further discussion, at which time a final determination will be made.

Baldwinsville Central School District's (Gr. K-5) Pyramid Response to Interventions



Baldwinsville Central School District's (Gr. 6-8) Pyramid Response to Interventions



Gr 6 and 7 at Ray Middle School

Tier 1 = ALL students enrolled in the grade level

Reading/Writing 6th grade (80 min per day)

Math 6 (40 min per day)

ELA 7 (40 min per day)

Math 7 (40 min per day)

ALL students are benchmarked 3x per school year (Sept, January and May) using the STAR Reading and Math assessments

Tier 2 = Combination of in-class differentiation and/or Reading/Math Lab support

Tier 3 = Targeted intervention delivered in the Reading/Math Lab

Reading Lab for Grades 6 & 7:

- 40+ min every other day
- Students placed according to STAR Reading Benchmark score from 1-25% and 26-35% if possible
- When possible, given shared sections, students are arranged in small groups based on areas of need based upon monthly progress monitor STAR scores
 - Reading Teachers progress monitor students one time per month, or near the end of skill/strategy unit
 - Core classroom educators are expected to monthly progress monitor those students who fall below the 40% on the STAR reading assessment but are not enrolled in RTI Literacy

Math Lab for Grades 6 & 7:

- 40+ min every other day
- Students receive instruction designed to pre-teach grade level concepts introduced in the grade level core classes following an acceleration model
- Math Teachers progress monitor students one time per month, or near the end of skill/strategy unit
- Core classroom educators are expected to monthly progress monitor those students who fall below the 40% on the STAR math assessment but are not enrolled in RTI Math

Grade 8 at Durgee Junior High School

Tier 1:

ALL students enrolled in grade level ELA and Math courses
All students benchmarked with STAR 3x a year

Tier 2:

ELA LINK as recommended by ELA Teacher
Math 8 and After-school support for Algebra

Tier 3:

ELA: Technical Communications & Study Skills (Grade 8)

- 40+ min every other day
- Instruction is delivered in a whole-group setting with 1:1 attention as needed to allow for students having different Tier 1 ELA teachers
- Students with a final grade of 75% or below in ELA 7; in Rtl previous year and depending on NYS Assessment scores are placed in the course
- Special education students ARE placed in the course if they meet the above criteria, regardless of IEP goals
- Progress Monitored every 5 weeks

Math: Math 8 and After-School Support for Algebra

Appendix 1- ELA and Mathematics Student Selection Criteria:
4-STEP DECISION PROCESS

Following the Fall, Winter & Spring benchmarks and in consultation with the Building Data Team & Building Administration; the data below should be considered during a Data Meeting:

Decision Step 1: Review students who have scored in the 39th Percentile & Below on district approved assessments (e.g. aimswebPlus; STAR; etc.) using these guidelines:

Students who score above the 40th %tile are NOT *initially* eligible for RTI services. Students who score in the ranges below should be examined by the school's Data Team/Building Administration for *possible* RTI eligibility

- **25-39th %tile: on watch or possibly RTI Tier II in or out of classroom - Low Risk**
- **10-24th %tile: RTI Tier II - Some Risk**
- **Set < 10th %tile: RTI Tier III - At Risk (Note: Tier III occurs only after Tier II services have been implemented and documented.)**

**Note: Criteria set to the National distribution
IEP students are eligible for RTI support in areas outside of their identification**

Decision Step 2: Review additional information (*in conjunction with Step 1*) for potential RTI students who are in need of additional interventions, using data such as the following, but not limited to:

- **Reading / Writing Assessments (DRA, IRI, LLI, On Demand Writing, etc.)**
- **Historical Student Data (IST History, Rti, Social Worker, Psychologist, Report Cards, Special Ed)**
- **Common Reading / Math Assessments (Core Unit, Module, NYS Assessments)**
- **Classroom Assessments**
- **Will vs Skill (Behavior checklist, BIMAS, Social / Emotional Data, etc.)**
- **Parent / Family Input**

Decision Step 3: Determine instructional focus/goals for RTI students and document information:

Using eDoctrina:

- **Enter student goal(s)**
- **Determine provider (see Step 4)**
- **Progress monitor**
- **Share information with necessary staff and parents**

Decision Step 4: Determine RTI Provider, based on instructional focus, group size and student needs. Eligible providers are:

- **RTI Reading Department**
- **RTI Math Department**
- **Special Education Department**
- **Classroom Teachers**
- **Grade Level Team/Department**
- **Counseling Department**
- **School Psychologists**

Appendix 2

Baldwinsville CSD Guidelines for RTI

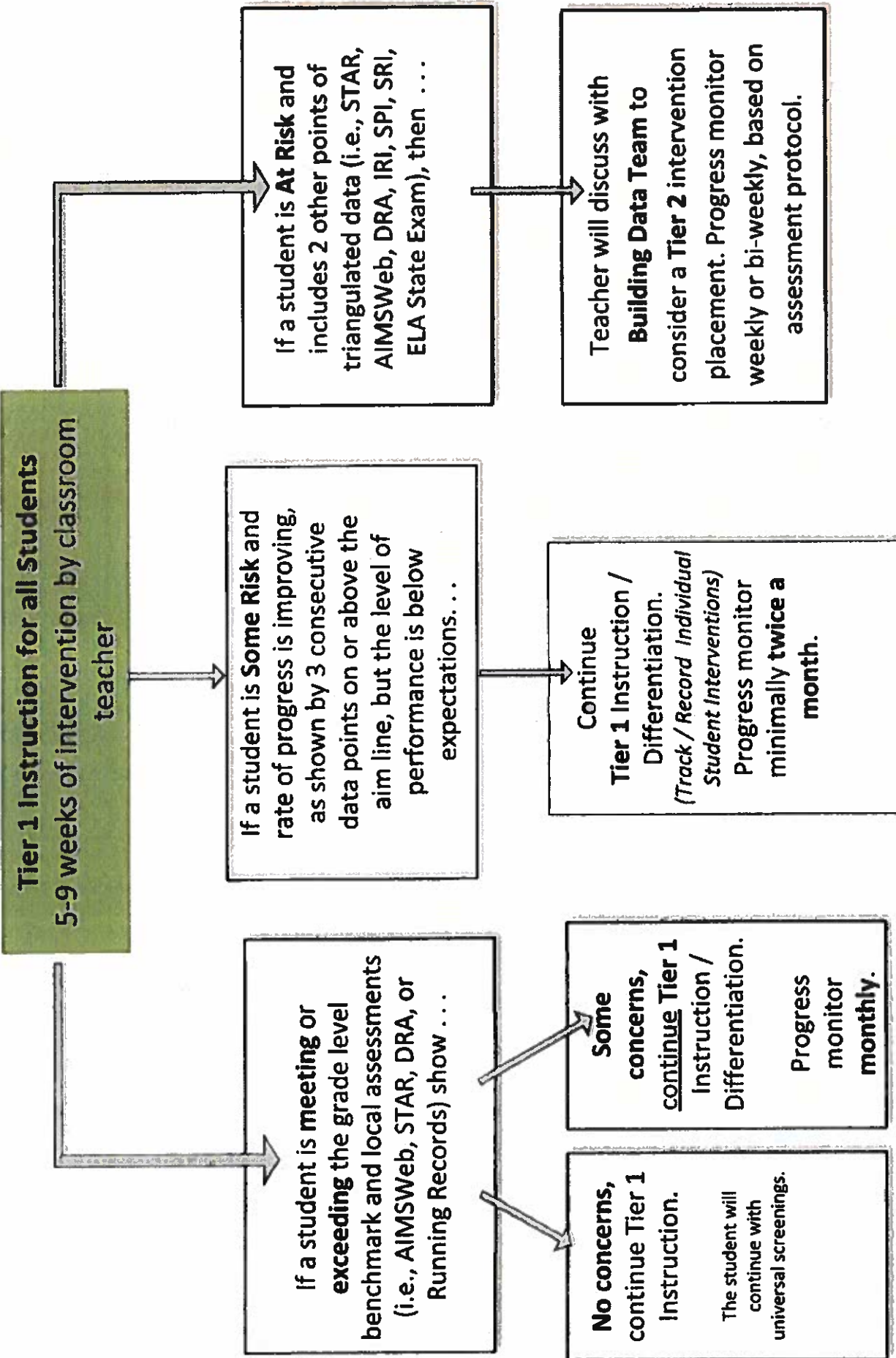
Benchmark Assessments

Universal Screening

Administered 3 times a year. All students must be benchmarked at grade level. Typically, no testing modifications or accommodations are provided for benchmarking; however, accommodations per NYS assessment guidelines may be permitted*

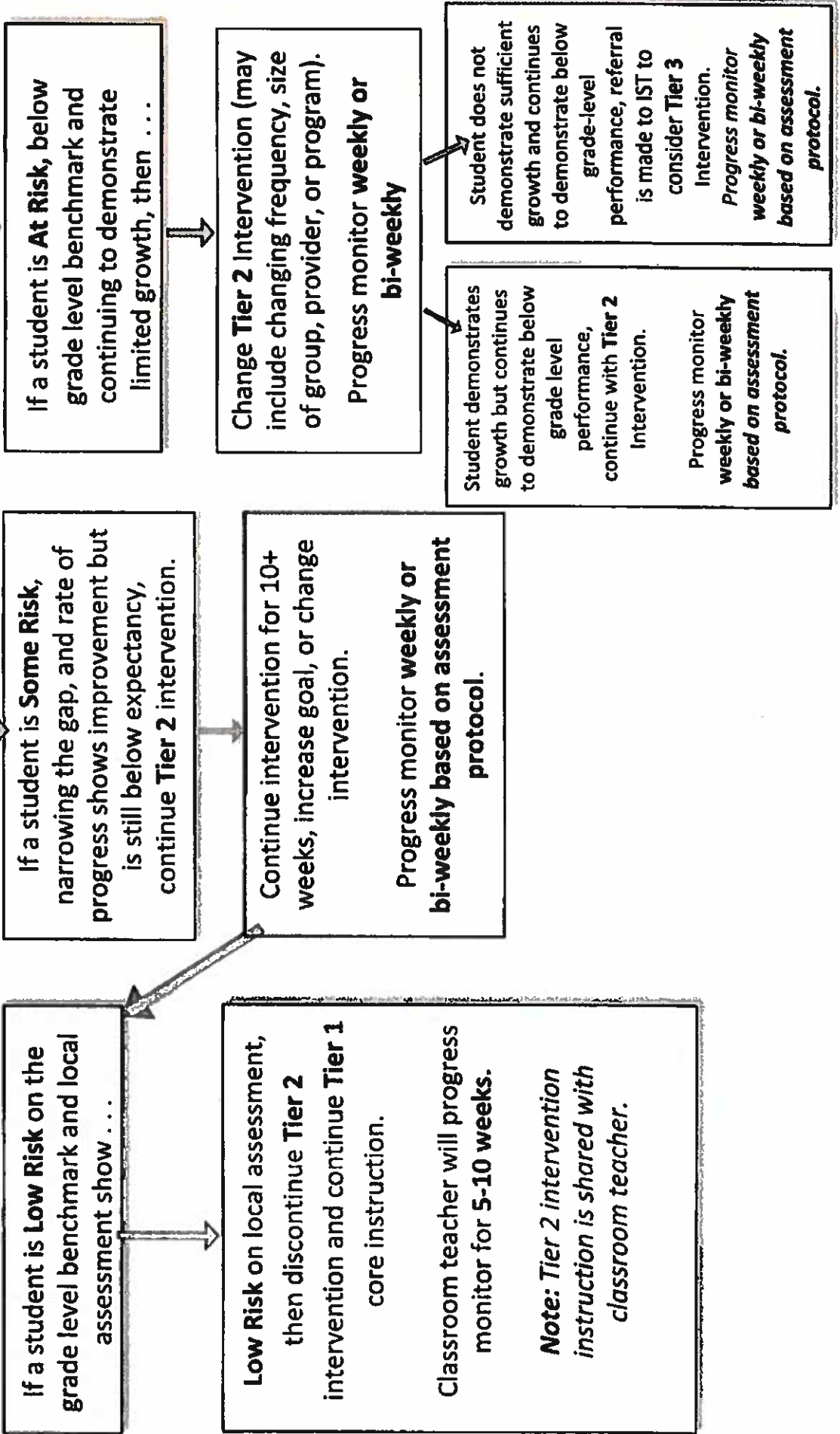
*** Unless IEP states students are exempt from Universal Screening.**

Baldwinsville CSD Guidelines for RTI

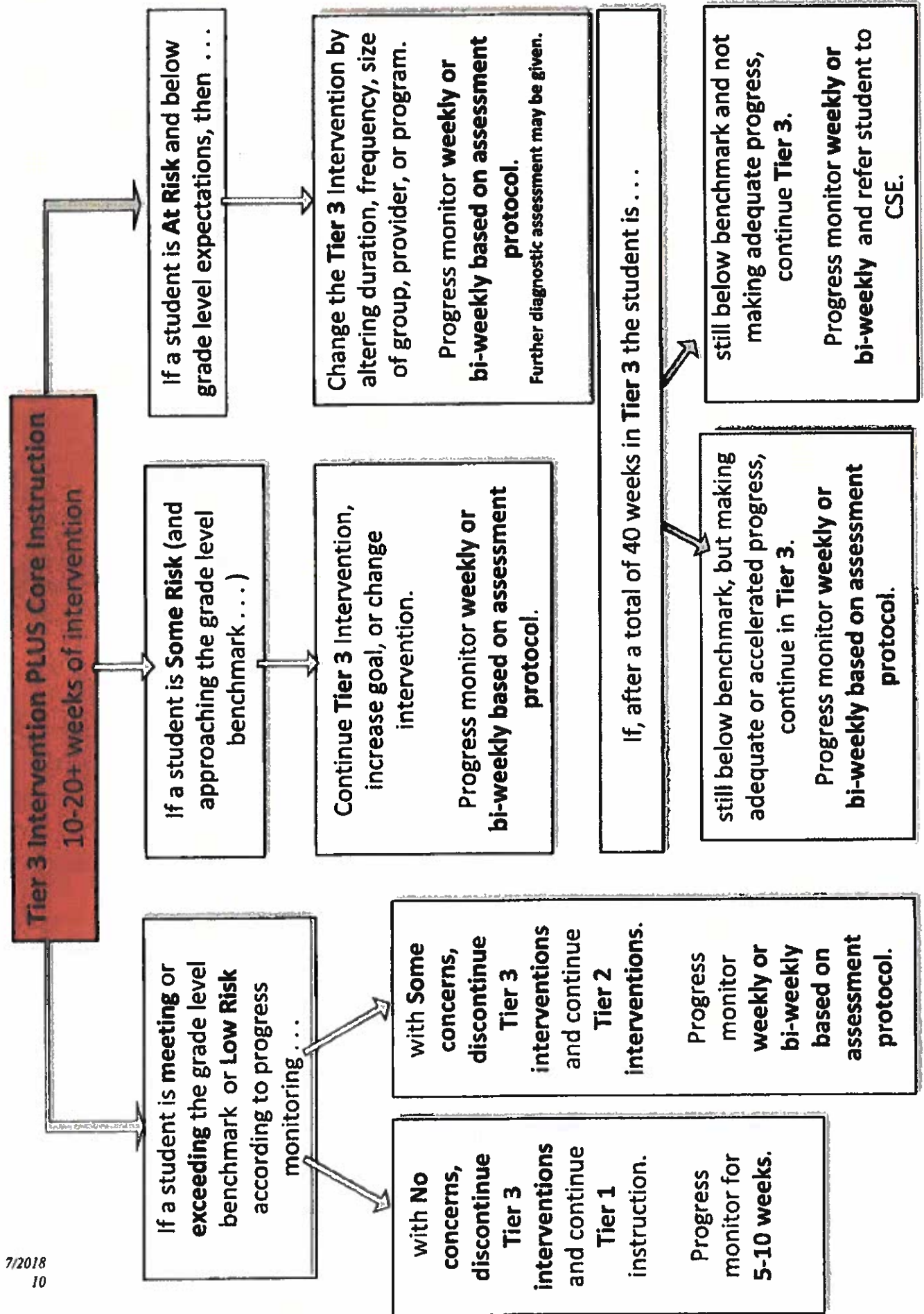


Baldwinsville CSD Guidelines for RTI

Tier 2 Intervention PLUS Core Instruction 10-20+ weeks of intervention



Baldwinsville CSD Guidelines for RTI





RTI TIERED DESCRIPTOR

Baldwinsville Central School District Literacy Response to Intervention Plan Appendix 3

NOTE: Program Options are examples and not a finite list of instructional supports

School District: Baldwinville Central School District

	TIER 1	TIER 2	TIER 3
K	<p>Program Options: Teacher-designed reading units, Small-group instruction, Lucy Calkins writing iRead Fundations</p> <p>Interventionists: General Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 165 minute Literacy Block</p>	<p>Program Options: Specially-designed instruction Fundations</p> <p>Interventionists: General Education Teacher Special Education Teacher Reading Department Speech Therapist</p> <p>Frequency: 3-5 times a week</p> <p>Durations: approx 20-30 minutes per session or approx 100-150 minutes/week</p>	<p>Program Options: Fundations Road to the Code Phonemic/Phonics targeted instruction Research-designed instruction</p> <p>Interventionists: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 30 minutes per session (in addition to classroom instruction) or approx 150 minutes/week</p>
1	<p>Program Options: Teacher-designed reading units, Small-group instruction, Lucy Calkins writing iRead Fundations</p> <p>Interventionist: General Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 165 minutes Literacy Block</p>	<p>Program Options: Specially-designed instruction Fundations Leveled Literacy Intervention</p> <p>Interventionists: General Education Teacher Special Education Teacher Reading Department Speech Therapist</p> <p>Frequency: 3-5 times a week</p> <p>Durations: approx 20-30 minutes per session or approx 100-150 minutes/week</p>	<p>Program Options: Fundations Road to the Code Phonemic/Phonics targeted instruction Research-designed instruction</p> <p>Interventionists: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 30 minutes per session (in addition to classroom instruction) or approx 150 minutes/week</p>

School District: Baldwinville Central School District

	TIER 1	TIER 2	TIER 3
2	<p>Program Options: Teacher-designed reading units, Small-group instruction, Lucy Calkins writing iRead Fundations</p> <p>Interventionist: General Education Teacher</p> <p>Frequency: 5 times a week Duration: 165 minutes Literacy Block</p>	<p>Program Options: Specially-designed instruction Fundations Leveled Literacy Intervention</p> <p>Interventionist: General Education Teacher Special Education Teacher Reading Department</p> <p>Frequency: 3-5 times a week Duration: approx 20-30 minutes per session or approx 100-150 minutes/week</p>	<p>Program Options: Fundations Road to the Code Phonemic/Phonics targeted instruction Research-designed instruction</p> <p>Interventionist: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week Duration: 30 minutes per session (in addition to classroom instruction) or approx 150 minutes/week</p>
3	<p>Program Options: Teacher-designed reading units, Small-group instruction, Lucy Calkins writing</p> <p>Interventionist: General Education Teacher</p> <p>Frequency: 5 times a week Duration: 120 minutes Literacy Block</p>	<p>Program Options: Specially-designed instruction Leveled Literacy Intervention</p> <p>Interventionist: General Education Teacher Special Education Teacher Reading Department</p> <p>Frequency: 3-5 times a week Duration: approx 20-30 minutes per session or approx 100-150 minutes/week</p>	<p>Program Options: Research-designed instruction Wilson Language Basics</p> <p>Interventionist: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week Duration: 30 minutes per session (in addition to classroom instruction) or approx 150 minutes/week</p>

School District: Baldwinville Central School District

	TIER 1	TIER 2	TIER 3
4	<p>Program Options: Teacher-designed reading units, Small-group instruction, Lucy Calkins writing</p> <p>Interventionists: General Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Duration: 120 minutes Literacy Block</p>	<p>Program Options: Specially-designed instruction Leveled Literacy Intervention</p> <p>Interventionists: General Education Teacher Special Education Teacher Reading Department</p> <p>Frequency: 3-5 times a week</p> <p>Duration: approx 20-30 minutes per session or approx 100-150 minutes/week</p>	<p>Program Options: Research-designed instruction Wilson Language Basics</p> <p>Interventionists: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Duration: 30 minutes per session (in addition to classroom instruction)</p>
5	<p>Program Options: Teacher-designed reading units, Small-group instruction, Lucy Calkins writing</p> <p>Interventionists: General Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Duration: 120 minutes Literacy Block</p>	<p>Program Options: Specially-designed instruction Leveled Literacy Intervention</p> <p>Interventionist: General Education Teacher Special Education Teacher Reading Department</p> <p>Frequency: 3-5 times a week</p> <p>Duration: approx 20-30 minutes per session or approx 100-150 minutes/week</p>	<p>Program Options: Research-designed instruction Wilson Language Basics</p> <p>Interventionists: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Duration: 30 minutes per session (in addition to classroom instruction) or approx 150 minutes/week</p>

School District: Baldwinville Central School District

	TIER 1	TIER 2	TIER 3
6	<p>Program Options: Teacher-designed Units of Study; Lucy Calkins Writer's Workshop Small group instruction</p> <p>Interventionist: General Education Teacher</p> <p>Frequency: 5 times a week Duration: 80 minute Literacy Block</p>	<p>Program Options: Specially-designed instruction</p> <p>Interventionist: General Education Teacher Reading Teacher</p> <p>Frequency: 2-3 times a week Durations: approx 15-40 minutes per session or approx 30-120 minutes/week</p>	<p>Program Options: Research-designed instruction Wilson Language Basics</p> <p>Interventionist: Reading Teacher Special Education Teacher</p> <p>Frequency: 4 times a week Durations: 30 minutes per session</p>
7	<p>Program Options: Writer's Workshop</p> <p>Interventionist: General Education Teacher</p> <p>Frequency: 5 times a week Durations: 40 minute class</p>	<p>Program Options: Specially-designed instruction Corrective Reading – Decoding Strand</p> <p>Interventionist: General Education Teacher Reading Teacher</p> <p>Frequency: 2-3 times a week Durations: 15-40 minutes per session or approx 30-120 minutes/week</p>	<p>Program Options: Research-designed instruction Wilson Language Basics</p> <p>Interventionist: Reading Teacher Special Education Teacher</p> <p>Frequency: 4 times a week Durations: 30 minutes per session</p>

School District: Baldwinville Central School District

8	TIER 1	TIER 2	TIER 3
	<p>Program Options: Teacher-designed instruction Technical Communication/Study Skills Seminar</p> <p>Interventionist: General Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 40 minutes per session</p>	<p>Program Options: Specially-designed instruction Technical Communication/Study Skills Class Corrective Reading – Decoding Strand</p> <p>Interventionist: General Education Teacher Reading Teacher</p> <p>Frequency: 5 times over 10 days or 5 times per week (Dependent on Intervention Used)</p> <p>Durations: 40 minutes per session</p>	<p>Program Options: Research-designed instruction Wilson Language Basics</p> <p>Interventionist: Reading Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 40 minutes per session</p>



RTI TIERED DESCRIPTOR

Baldwinsville Central School District
Math Response to Intervention Plan

Appendix 4

NOTE: Program Options are examples and not a finite list of instructional supports

School District: Baldwinville Central School District

	TIER 1	TIER 2	TIER 3
K-5	<p>Program Options: Small group math instruction Strategic grouping across grade Teacher-designed math units</p> <p>Interventionists: General Education Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 60 minute math block</p>	<p>Program Options: Do The Math Specially-designed instruction</p> <p>Interventionists: General Education Teacher Special Education Teacher Math Department</p> <p>Frequency: 3-5 times a week</p> <p>Durations: approx 15-30 minutes per session or approx 45-150 minutes/week</p>	<p>Program Options: Do The Math Number Worlds Research-designed instruction</p> <p>Interventionists: Math Department Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 30 minutes per session (in addition to classroom instruction) or approx 150 minutes/week</p>
6-8	<p>Program Options: enVisions Math (6th grade only) Teacher-designed math units Strategic grouping</p> <p>Interventionists: General Education Teacher Special Education Teacher</p> <p>Frequency: 5 times a week</p> <p>Durations: 40 minutes math block</p>	<p>Program Options: Specially-designed instruction Math 180</p> <p>Interventionists: Math Classroom Teacher Special Education Teacher Math Department Specialist</p> <p>Frequency: every other day</p> <p>Durations: 40 minutes per session</p>	<p>Program Options: Research-designed instruction Math 180</p> <p>Interventionists: Math Department Specialist</p> <p>Frequency: every other day</p> <p>Durations: 40 minutes per session</p>



RTI TIERED DESCRIPTOR

Baldwinsville Central School District Behavior & Attendance Response to Intervention Plan

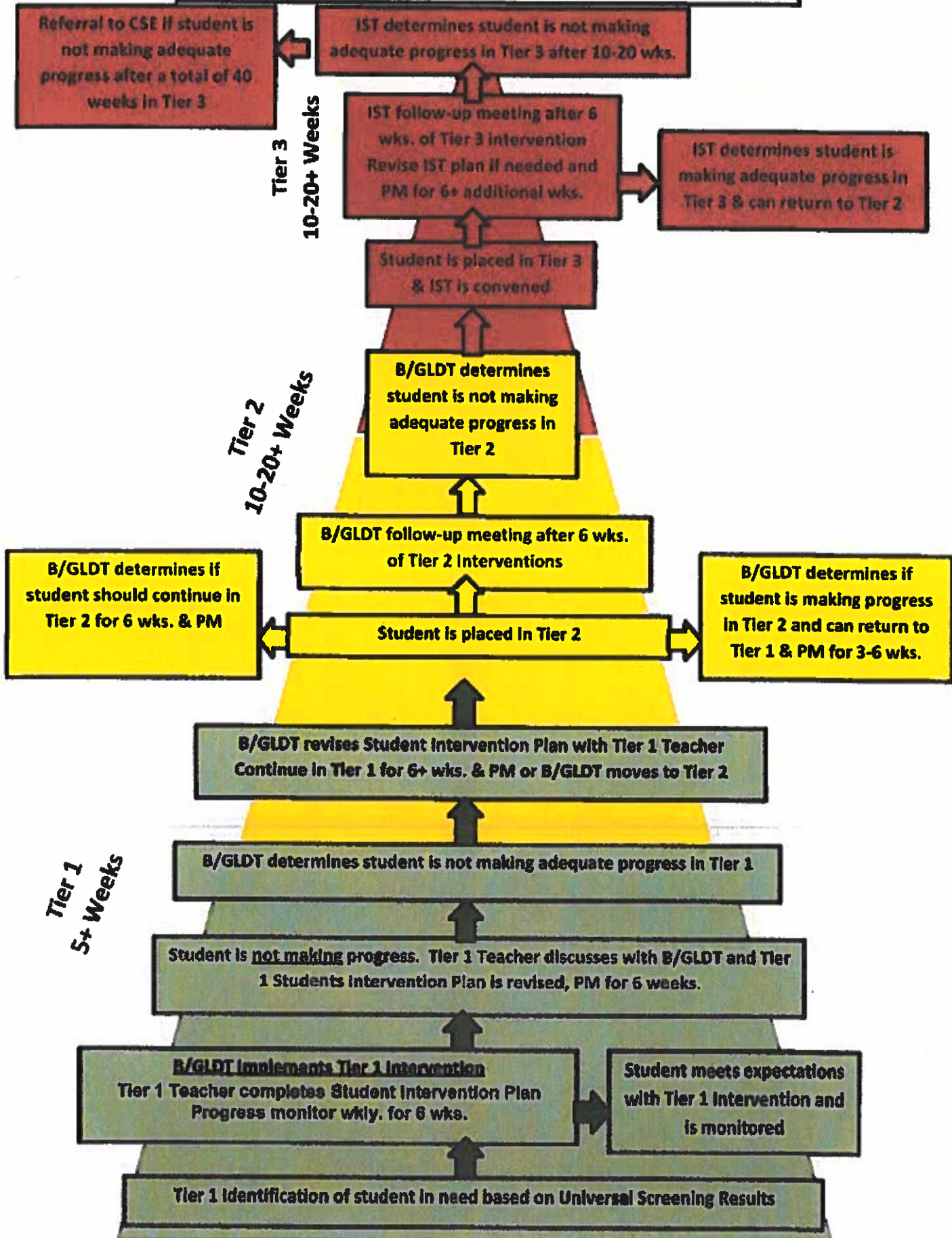
Appendix 5

School District: Baldwinville Central School District

	TIER 1	TIER 2	TIER 3
K-8	<p>Program Options:</p> <ul style="list-style-type: none"> Teacher-created classroom management strategies Classroom community strategies Classroom/school-family connections Positivity Project (K-7) <p>Interventionists: General Education Teacher Special Education Teacher</p> <p>Frequency: 5 times a week Durations: Scheduled daily</p>	<p>Program Options:</p> <ul style="list-style-type: none"> Teacher-created behavior incentives Parent-teacher conferences/communication School-support team designed interventions (social worker/psychologist/guidance counselor) School Mentoring Programs <p>Interventionist: General Education Teacher Special Education Teacher School Social Worker School Psychologist Guidance Counselor (Gr 6-8)</p> <p>Frequency: 1-3 times a week Durations: 15-30 minutes per session</p>	<p>Program Options:</p> <ul style="list-style-type: none"> Research-designed behavior plan Team parent conference (e.g. teachers, school-support team, building administrator) Community support options (e.g. Liberty Resources) In-school counseling <p>Interventionists: General Education Teacher Special Education Teacher School Social Worker School Psychologist Guidance Counselor (Gr 6-8) School Resource Officer Building Administrator</p> <p>Frequency: 3-5 times a week Durations: 30 minutes per session</p>

Flex by Building

B/GLDT & IST FLOW CHART





K-6 Balanced Literacy Framework

Whole Group Reading Minilesson:

Explicit instruction of targeted reading skills and strategies delivered through mini lessons.

- Provides daily access to skills and strategies
- Exposes students to different genres
- Leads to gradual release of responsibility for student learning
- Guides and engages students in skill practice
- Builds independent critical thinkers

Duration: 10-15 minutes

Frequency: 4-5 days per week

Independent/Partner Reading:

Students are actively and independently engaged in applying previously taught reading skills and strategies

(can occur in small groups, partnerships, or independently).

- Fosters student independence and confidence
- Increases reading stamina
- Promotes reading for enjoyment
- Internalizes reading skills and strategies
- Provides practice and accountability

Duration: 45-60 minutes

Frequency: 4-5 days per week

Small Group Reading:

Targeted, flexible (heterogenous or homogenous reading levels) small group explicit instruction of reading skills and strategies to students with similar needs. Teacher may confer with individual students at this time.

- Increases comprehension and fluency
- Builds confident readers
- Promotes independence through scaffolded instruction
- Develops effective strategies for processing text
- Gathers information to drive instruction (progress monitoring)
- Provides feedback to students

Duration: 10-20 minutes per group; concurrent with independent reading

Frequency: Daily

District Beliefs

Literacy includes all aspects of reading and writing

All students will engage in meaningful literacy instruction daily

Effective literacy instruction occurs in a workshop model

Grade level standards (including priority) guide instruction

District core materials (e.g. Journeys/District ELA Units,

Fundations, Calkins Writing Units) are required and may

incorporate other resources based upon student

needs/interests

Writing Workshop:

A daily workshop approach (minilesson, work time, confer, share) where students think, plan, compose, revise and share their work. Teacher confers with students to offer timely feedback that promotes growth.

- Provides choice of topic within a genre
- Increases writing volume, stamina, and independence
- Allows students to write for a variety of purposes and audiences
- Builds writers who are able to effectively communicate their thoughts and ideas
- Provides opportunity to publish and share writing

Duration: (K-2) 30 minutes; (3-6) 40-60 minutes

Frequency: Daily

Word Study:

Systematic teaching of the rules and principles of phonics and spelling (K-2 Fundations); provide instruction in vocabulary development and grammar. These word study components are directed at enabling children to read and write continuous text.

- Develops phonemic awareness (K-2) and concepts of print (K)
- Guides students to decode and encode words during reading and writing
- Builds sight word identification
- Expands oral and written vocabulary
- Allow students to develop spelling patterns to generate plausible attempts when reading and writing unfamiliar words

• Builds understanding of how language works

Duration: (K-2) 30-40 minutes; (3-6) 10-20 minutes

Frequency: Daily

Read Aloud:

Modeling of fluency and comprehension through the reading of purposefully selected texts.

- Promotes love of reading
- Allows teacher to introduce new reading strategies and vocabulary
- Develops understanding of story structure
- Engages students in rich conversations
- Provides access to complex texts for all students

Duration: 10-15 minutes

Frequency: Daily

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Pearl Palmer Elementary School

7864 Hicks Road

Baldwinsville, New York 13027

Phone: (315) 638-6127

Fax: (315) 638-6275

JOSEPH M. DeBARBIERI

Deputy Superintendent

ALEX EWING

Principal

Dear Parent / Guardian of: **Sample Student**

Date: 02/08/2019

The Baldwinsville Central School District is committed to providing the highest quality of education for every student. Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students. These levels are referred to as Tiers. According to screening measures, your child is currently performing below district benchmark(s). To better meet your child's instructional needs, the school will begin providing your child with small group instruction as indicated below:

STUDENT'S GOAL TYPE:

DESCRIPTION OF TIER 2- Based on district-approved assessment data, students who are unsuccessful in Tier 1 will be provided additional research-based interventions. This instruction may take place in the classroom; outside of the classroom or a combination. Student progress is monitored and parents will receive quarterly reports.

DESCRIPTION OF TIER 3- Students who continue to struggle in Tier 2 will receive more intensive interventions and progress monitoring. Parents will continue to receive quarterly reports.

Area of differentiated support: English Language Arts

Staff providing support: Cardamone Tony

This differentiated support will provide your child with interventions designed to support his/her success. The vast majority of students will meet grade-level expectations when receiving support in the context of this model. When this approach does not properly support a student, special education services may be needed, and parents will be notified to discuss this matter or you may contact your building principal at any time with any questions.

Exiting RtI:

Students will be eligible to exit RtI services based upon the outcome of either their Progress Monitoring results and/or their Benchmark results (scoring within the benchmark zone for that measure and time of year); in conjunction with teacher input.

We invite you to view our district RtI plan which can be found on the Baldwinsville Central School District webpage. If you have any questions about this process, please feel free to contact the school.

Sincerely,
Alex Ewing
Principal

BALDWINSVILLE CENTRAL SCHOOL DISTRICT

Pearl Palmer Elementary School
7864 Hicks Road
Baldwinsville, New York 13027
Phone: (315) 638-6127
Fax: (315) 638-6275

ALEX EWING
Principal

JOSEPH M. DeBARBIERI
Deputy Superintendent

Dear Parent / Guardian of: ***Sample Student***

Date: 02/08/2019

The Baldwinsville Central School District is committed to providing the highest quality of education for every student. Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students.

According to earlier screening measures, your child qualified to receive this support in the area of:

Though ***Sample Student*** continues to need support in the area above, it is not at the level that requires him/her to work with one of our RtI teachers at this time. Your child will return to the classroom to receive instructional support from the classroom teacher as s/he continues to improve his/her academic skills in the area noted above.

Please know that we continue to monitor the progress of all students in the areas of Reading and Mathematics three times per year (Fall, Winter, Spring). If we should determine that your child requires this additional support in the future, we will contact you.

We invite you to view our district RtI plan which can be found on the Baldwinsville Central School District webpage. If you have any questions about this process, please feel free to contact the school.

Sincerely,
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The Baldwinsville Central School District is committed to providing the highest quality of education for every student. Response to Intervention (RtI) is a multi-level approach to providing differentiated support to all students.

According to earlier screening measures, your child qualified to receive this differentiated support in the area of:

I am very excited to share that due to the hard work **Sample Student** has put forth we no longer find it necessary for Sample Student to continue to receive additional support in **English Language Arts**. Your child's latest progress report is attached and reflects his/her successful performance.

Please know that we continue to monitor the progress of all students in the areas of Reading and Mathematics three times per year (Fall, Winter, Spring). If we should determine that your child requires this additional support in the future, we will contact you.

We invite you to view our district RtI plan which can be found on the Baldwinsville Central School District webpage. If you have any questions about this process, please feel free to contact the school.

Sincerely,
Alex Ewing
Principal

BALDWINVILLE CENTRAL SCHOOL DISTRICT

29 East Oneida Street
Baldwinsville, NY 13027

The RtI Process in Determining a Learning Disability

This information is from the New York State “Response to Intervention: Guidance for New York State School Districts” (October 2010) and the “Individuals with Disabilities Education Improvement Act: (IDEAm 2004).

According to Federal Law, A Specific Learning Disability is defined as follows:

- (i) **General.** The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The data obtained through RtI can help document that the reason for a student’s poor performance in meeting reading benchmarks is not due to a lack of appropriate instruction or limited English proficiency. RtI can give important descriptive information about a child that can accompany data obtained from an individual evaluation, such as how a child learns, and why they are having difficulties reaching standardized benchmarks.

Comprehensive and multidisciplinary evaluations include a social history, psychological evaluation and observation, physical evaluation, and any other appropriate evaluations (educational, speech and language, occupational or physical therapy). This information taken together with the instructional strategies used throughout the RtI process provide important information to the Committee on Special Education (CSE) about the student’s progress in meeting State approved grade level standards and benchmarks. When determining if a student has a learning disability, a number of exclusionary factors must also be taken into account, such that a learning disability is not the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage. This data should include but is not limited to:

- Data that demonstrate that a student was provided appropriate instruction delivered by qualified personnel, including research based instruction in reading.
- Progress monitoring data that describe how a student responded to particular interventions of increasing intensity.
- Instructional information on a student’s skill level and rate of learning relative to grade level standards on norm/criterion referenced benchmarks; and
- Evaluative data including Curriculum Based Measures (CBM) regarding a student’s performance that is useful and instructionally relevant.

Data from multiple sources must indicate that when a student receives appropriate instruction, he/she:

- **Does not adequately achieve grade level standards and benchmarks in the area of reading**

and

- **is not making sufficient progress in meeting these benchmarks when provided with appropriate instruction that is consistent with an RtI Model; or**
- **exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by CSE;**

and

- **has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage or limited English Proficiency.**

**DOCUMENTATION OF THE DETERMINATION OF ELIGIBILITY FOR A
STUDENT SUSPECTED OF HAVING A LEARNING DISABILITY**

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on Special Education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for _____, which indicate that the student:
 - Has a learning disability requiring special education services.
 - Does not have a learning disability.

2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:

3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicates:

4. The educationally relevant medical findings, if any, indicate:

5. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c) consider:
 - data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.
 - AND**
 - data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents

6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:

- the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics, calculations, mathematics problem solving:

AND

- the student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);

OR

- exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age. State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

AND

- the student's learning difficulties are not primarily the result of a visual, hearing or motor disability, mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

- The following instructional strategies were used and student-centered data was collected:

AND

- Document how parents were notified 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 the parents' right to request an evaluation for special education programs and/or services.

8. CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
District Representative		<input type="checkbox"/>	<input type="checkbox"/>
Parent of Student		<input type="checkbox"/>	<input type="checkbox"/>
Regular Education Teacher		<input type="checkbox"/>	<input type="checkbox"/>
Special Education Teacher		<input type="checkbox"/>	<input type="checkbox"/>
School Psychologist		<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>

