



**Mahopac Central  
School District**

**Response To Intervention Plan**

BOARD APPROVED: 12/08/2015

# Response To Intervention Plan

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## Mahopac Central School District

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### District Mission Statement

*Our Mission* is to ensure that every student in our schools acquire the skills, knowledge, attitudes and interpersonal skills that will permit him or her to operate effectively in the broader community and lead a successful productive life in a changing world.

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# SECTION 1: INTRODUCTION

Response to Intervention (RTI) functions as a critical educational strategy or framework designed to identify students who may be at-risk for below expected academic performance outcomes and/or exhibit significant behavioral challenges that impact their progress in the school environment. Once identified through an RTI process, directed support is provided through supplemental interventions targeted to each child's specific learning or behavioral needs. The goal of the Mahopac Central School District is to maximize the academic, social/emotional, and behavioral progress and proficiency of every student. This accomplished through effective and differentiated instruction complimented with positive and successful classroom management, and supported by a highly structured and available support system.

## **Response to Intervention Defined**

Response To Intervention integrates assessment and intervention within a multi-level tiered system in order to maximize student learning and behavioral outcomes. With RTI, our schools use data to identify students at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

## **Legislative Background**

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RTI policy and procedures for students in grades K -4. 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 intervention.

***Minimum Requirements.*** The Regents policy framework for RTI:

1. Defines RTI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction means scientific research-based interventions and strategies aimed at closing the academic and behavioral performance gap.
- **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 measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided;
  - strategies for increasing the student's rate of learning; and
  - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
  - types of interventions,
  - amount and nature of student performance data to be collected, and
  - manner and frequency for progress monitoring.

*[8 NYCRR section 100.2(ii)]*

3. Requires each school district implementing an RTI program to take appropriate steps to ensure that staff has the **knowledge, skills, and resources** necessary to implement a RTI program and that such program is implemented consistent with the specific structure and components of the model.

*[8 NYCRR section 100.2(ii)]*

4. Authorizes the use of RTI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RTI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

*[8 NYCRR section 200.4(j)]*

In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

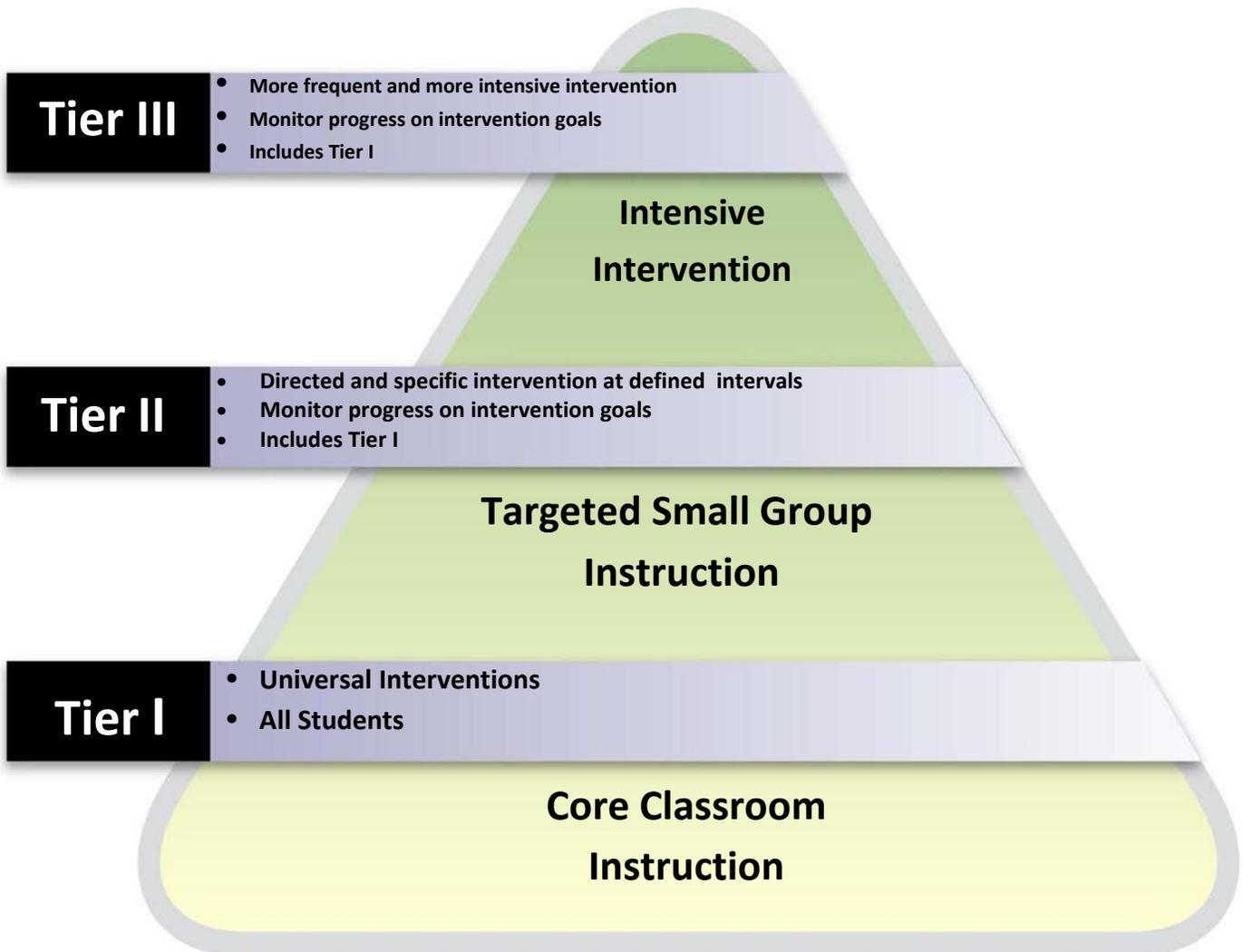
- Students with low assessment scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to not be making progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.

An RTI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

## SECTION 2:

### RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RTI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Mahopac Central School District, a three tiered model is used. The graphic presented below provides a visual illustration of the district's RTI model. Further information for each tier follows the graphic.



## **Tier I**

Tier I is considered the primary level of intervention at the Mahopac Central School District and always takes place in the general education classroom. Tier I involves appropriate instruction delivered to all students in the general education class which is delivered by qualified personnel. Appendix A outlines the interventions at this Tier for each of the buildings within the Mahopac Central School District.

## **Tier II**

Within the Mahopac Central School District, Tier II is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction for students receiving Tier I support. Instruction/interventions provided at this level/tier are designed to address the established goals and needs of the student. Appendix A outlines the interventions at this Tier for each of the buildings within the Mahopac Central School District.

## **Tier III**

Tier III is designed for those students who have been unresponsive to Tier II intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. Appendix A outlines the interventions at this Tier for each of the buildings within the Mahopac Central School District.

## **SECTION 3:**

### **ASSESSMENT WITHIN AN RTI FRAMEWORK**

An RTI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at various points within an RTI process by the District's Instructional Support Teams (IST) for different purposes.

#### **Screening**

Screening is 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, further assessment, or supplemental instruction. The Mahopac Central School District utilizes the STAR 360 Assessment as its universal screening tool for students in the elementary grades. Evidence of psychometric accuracy can be found at <http://www.renaissance.com/Resources/Research>. Other assessment tools are used in addition to the District's universal screening measure and at the secondary grades.

#### **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction and/or intervention. Data obtained from progress monitoring can: (1) determine a student's rate of progress on a defined goal, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through the tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Mahopac Central School District uses multiple progress monitoring tools in order determine a student's movement across the tiers by examining rate of progress and level of performance over the intervention period.

## **Additional Assessment: Diagnostic**

Screening and progress monitoring tools occasionally provide insufficient information to plan instruction. As a result, RTI/IST teams may need to collect more in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." Upon recommendation of an RTI/IST team, diagnostic assessments are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress despite intensive intervention.

## SECTION 4: DATA-BASED DECISION MAKING

A key component of the Mahopac Central School District's RTI framework is that our Instructional Support Teams utilize data to inform educational decision-making at the individual student, classroom, and building levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, current academic performance level, and type of interventions needed to help individual students make progress. Below is an example of some of the elements that our Instructional Support Teams consider when reviewing an at-risk students.

Determining Who's At-Risk & Who is not Responding to Intervention	
Primary Data Source:	STAR 360
Secondary Data Source:	<ul style="list-style-type: none"> <li>• Lexia</li> <li>• Success Maker Data</li> <li>• IXL</li> <li>• Pearson and My Math Benchmark Assessments</li> <li>• QRI</li> </ul>
Purpose:	<ul style="list-style-type: none"> <li>• Identify the student's area of risk</li> <li>• Identify the level of intervention a student requires</li> <li>• Provide preliminary information about the effectiveness of core instruction at Tier I</li> </ul>
Who's Involved:	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Instructional Support Team</li> <li>• Building Administrator</li> <li>• Reading Specialist</li> <li>• Math Specialist</li> </ul>
Frequency:	Example: one week after each benchmark assessment is given at each grade level.

Decision Options and Criteria:	Reading Support: Encoding and Decoding Math Support Counseling Services Occupational Consultation
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Within an RTI framework, two major guiding questions are considered relative to student performance by the Instructional Support Teams:

1. Which students are at-risk for failure based on academic or behavioral deficiencies and why?
2. How well is each student responding to supplemental, tiered instruction/intervention?

### **Determining Initial Risk Status**

To determine which students may be at-risk, the Mahopac Central School District uses data obtained from benchmark/screening assessments, classroom performance, state assessment data, as well as other sources. This data is reviewed by our Instructional Support Teams at each building to determine which students may be at-risk for academic or behavioral failure.

### **Determining Student Response to Intervention**

Another key decision made by the Instructional Support Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Mahopac Central School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the Instructional Support Team can make an informed decision about a student's response to intervention. The table presented below provides an example of how an Instructional Support Team may collect and analyze data when reviewing a student's response to interventions.

<b>Determining Student Response to Intervention</b>			
Primary Data Source:	STAR 360 Assessment		
Secondary Data Source:	<ul style="list-style-type: none"> <li>• NYS ELA Assessment</li> <li>• Classroom Performance</li> <li>• Lexia Data</li> </ul>		
Purpose:	<ul style="list-style-type: none"> <li>• Determine if the student is making progress towards established intervention goals</li> <li>• Determine the need for a lesser or more intensive intervention</li> <li>• Determine if interventional goals require modification</li> </ul>		
Who's Involved:	<ul style="list-style-type: none"> <li>• IST Team <ul style="list-style-type: none"> <li>○ IST Chair</li> <li>○ Building Principal</li> <li>○ School Psychologist</li> <li>○ Reading Teacher</li> <li>○ Speech and Language Pathologist</li> <li>○ Occupational Therapist</li> </ul> </li> </ul>		
Frequency per Tier:	<i>Review Every 6-8 Weeks at IST Meeting</i>		
	Tier I	Tier II	Tier III
	Use of leveled books in the classroom  Inclusion in the My Sidewalks Reading group daily during ELA	30 Minutes 3 times per week on Lexia	Reading Group with Reading Specialist 2x weekly
Decision Options and Criteria:	<ul style="list-style-type: none"> <li>• Refer to Committee on Special Education</li> <li>• Increase intensity of direct reading support at Tier III</li> <li>• Administer diagnostic reading assessment by school psychologist</li> </ul>		

## **Instructional Support Team Protocols**

The school-based Instructional Support Teams utilize a research-based problem solving process approach to develop intervention plans for students who have been determined to be at-risk for

school failure due to either academic and/ or social/emotional challenges. This protocol is also used for making decisions about students that are already receiving interventions (see Appendix B).

Additional protocols and forms are used by Instructional Support Teams when planning, implementing and evaluating Response To Intervention plans for students (see Appendix C).

## **Learning Disability Determination**

Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of a Learning Disability, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Appendix D includes a District form that is used by the Committee on Special Education for Learning Disability documentation purposes.

## **SECTION 5:**

# **PROFESSIONAL DEVELOPMENT**

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

The Mahopac Central School District provides on-going professional development in best practices as it relates to the process of teaching, learning, and intervention techniques. Our approach to professional development is to provide educators access to BOCES, in-district, and other professional development opportunities that ensures that our staff have the best possible skills, content knowledge, and preparation for identifying, teaching and intervening with students who are at-risk.

The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction and interventions. As such, the quality of our professional development programs is influenced by a variety of factors related to the needs of our population as well as the needs of individual students. Professional development is an ongoing process that involves sustainable improvement in student learning and intervention practices. This requires frequent evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This is most effectively done with the use of a collegial process as each professional brings their own perception of the problem and knowledge of possible solutions.

## **SECTION 6:**

### **PARENT NOTIFICATION**

In the Mahopac Central School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when an Instructional Support Team has met and developed a Response To Intervention plan for their child. Notification of such a plan is provided via letter and indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

**Considerations for Parents Whose Native Language is Not English:** The Mahopac Central School District will ensure that parents whose native language is other than English will be provided notification in their home language when their child requires an intervention beyond that provided to all students in the general education classroom. Additionally, the Mahopac Central School District will secure translation services for those parents who request further explanation of the intervention process or their child's progress within the RTI system.

# APPENDIX A

## Building Level Interventions

Intervention Area				Building- Austin Road		
TIER I Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
Use of Prim Book Strategies	X	X	X		Varies according to skill	Classroom Teacher
Lexia Core 5		X			5 days a week for 4-6 weeks (20 min)	Classroom Teacher
RTI Wheels (Mentoring Minds)	X	X	X		Varies according to skill	Classroom Teacher
Successmaker		X			5 days a week for 4-6 weeks (20 min) once out of IPM	Classroom Teacher
Behavioral Charts, Reward Systems Token Economy	X	X			As per individual need	Classroom Teacher

Intervention Area				Building-Austin Road		
TIER II Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
<b>All of the above from Tier I</b>	X	X	X		Related Services- *engage with student/ more targeted skills Academic- may push in or pull out with another provider	Related Service Providers Classroom Teacher Instructional Support and or Reading Teacher
My Math- Remedial Materials		X			Two times per week push in- 40 min	Instructional Support Teachers
Reading Streets Intervention Kit and Reading Streets supplemental materials		X			Pull out 3 times for 2 <sup>nd</sup> and 3 <sup>rd</sup> , twice for 4 <sup>th</sup> and 5 <sup>th</sup> -40 min	Instructional Support Teachers (Including Reading Support Teachers)
Explode the Code/Wilson		X			K, 1 <sup>st</sup> daily- 30 minutes-small group pull out	ICT teachers
Occupational Therapy		X			Screening, Exercise program, sensory suggestions for classroom based on screening results	Occupational Therapist to appropriate staff (i.e. TA or PE etc.)
Physical Therapy		X			Screening, suggestions for classroom based on screening results	Physical Therapist
Speech/Language Therapy		X			*1 x per week, 30 min, small group pull out, 6-8 weeks then reassess	Speech Language Pathologist
					As Needed-dependent upon skill/need	

Intervention Area				Building_Austin Road		
TIER III Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
All of the above from Tiers I and II	X	X	X		Reading/Writing: Reading Streets- generally increased in frequency based on teacher availability Related Services- *engage with student/ more targeted skills	Instructional Support Teachers (Including Reading Support Teachers)
Speech/Language		X			2 x per week 30 minutes- small group 6-8 weeks consider continue or referral	Speech Language Pathologist/Teacher
Number Worlds		X			Pull out Intervention- 3 days/week for 40 minutes Duration- dependent on how many areas of weakness (6 Four week units- based on five days a week + assessments)	Instructional Support Teachers
Counseling		X			1 time a week- 30 minutes	Psychologist/Social Worker
Social skills groups	X				1 time a week	Psychologist/Social Worker
Occupational Therapy		X			*1 x per week, 30 min, small group pull out and/or push in. Reassess need after 8-10 weeks	Occupational Therapist
Physical Therapy		X			*1 x per week, 30 min, small group pull out and/or push in. Reassess need after 8-10 weeks	Physical Therapist

Intervention Area				Building <u>Fulmar Road</u>		
TIER I Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
SuccessMaker		X			-Interactive, online educational tool in math and reading/ELA -Frequency Varies	Classroom teacher, student
IXL		X			-Interactive, online educational tool in math and reading/ELA -Frequency Varies	Classroom teacher, student
Preteaching/Reteaching/ After School help	X	X			-study guides -pre-assessments; check for understanding; communication log; graphic organizers; pencil grips, special paper, small group instruction/reorganized as needed, peer groups, direct instruction/modeling; extended time	Classroom teacher
Checklists	X		X		-colored charts -marbles -individualized behavior and incentive plans	Classroom teacher, student
Fulmar's Finest Bus Magnets Gingerbread in Cafeteria	X				Incentive	School-wide

Mentoring Program	X					Social Worker
Preferential Seating	X		X			Classroom teacher

Intervention Area				Building_Fulmar Road		
TIER II Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
Math IST		X			Remedial math; Alternate days; 40 minute sessions during blocked time	IST Interventionists
Lunch Bunch/Social Skills	X		X		Alternate days; 40 minute sessions during blocked time	Social worker; school psychologist
Reading IST		X			Reading Instruction; Alternate days; 40 minute sessions during blocked time	IST Interventionists
Phonemic Awareness (Kindergarten)		X			3x per week for 30 minutes; phonemic awareness and math skills at the primer level	IST Interventionists
Speech/OT/PT	X	X			Building-based interventions (1x-2x per week); homework; teacher consultation; sensory diets;	SLP, OT, PT

Intervention Area				Building Fulmar Road		
TIER III Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
Reading IST		X			Reading Instruction; Daily; 40 minute sessions during blocked time	IST Interventionists

Intervention Area			Building: _Lakeview		
TIER I					
Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
PBIS schoolwide Contracts Behavior charts Consult/clinical staff Positive reinforcement Personal space Observations by clinical staff	Re-teach Pre-teach 1:1 support After-school help Small groups Concepts broken down Peer support Modeling Adjust assignments Technology Lexia Successmaker	Daily checklist Visual aids Assistive technology		Guided reading Reading Street Guided math My Math Classroom teacher resources PRIM  Frequency and Duration as needed.	Classroom teacher in classroom setting

Intervention Area				Building: Lakeview		
TIER II Intervention	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
	PBIS schoolwide Contracts Behavior charts Consult/clinical staff Positive reinforcement Personal space Observations by clinical staff Social Skills groups	Pre-teach Re-teach Direct instruction Reinforce instruction Skill-based instruction NYS test prep Guided Reading Guided Math Lexia Technology support	Daily checklist Visual aids Assistive technology		<b>Grades 2-5</b> 40 minutes 2-3 days weekly  <b>Grades K-1</b> 30 minutes 2-3 days weekly  Academic/pull-out direct instruction  OT/PT/SW- push-in and/or pull-out  Tier reviews at 8 weeks	IST Reading teachers Sped teachers Clinical staff OT/PT

Intervention Area				Building__Lakeview	
TIER III Interventions	Social/ Behavioral	Academic	Organizational	Description Including Frequency and Duration	Provider
	PBIS schoolwide Contracts Behavior charts Consult/clinical staff Positive reinforcement Personal space Observations by clinical staff Social Skills groups	Pre-teach Re-teach Direct instruction Reinforce instruction Skill-based instruction NYS test prep Guided Reading Guided Math Lexia Technology support Customize/targeted instruction Increased intensity	Daily checklist Visual aids Assistive technology	40 minutes 5 days weekly  Tier reviews at 8 weeks  Groups 5 or less	IST Reading teachers Sped teachers

Intervention Area				Building: Mahopac Middle School		
TIER I Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
Universal Screening Tool – STAR – Math and ELA (Formative Assessment)		Math ELA			Monthly for some (SPED) all others at least Freq: 3x/yr.	Classroom Teachers
Multiple Intelligences & Blooms Taxonomy	Yes	Yes	Yes		Utilized at beginning of year to drive instruction – helps teachers understand student learning styles. Freq: All year	Classroom Teachers
PBIS	Yes	Yes	Yes		Throughout school year and woven into daily instruction throughout curricula. Freq: All year	Universal – All Staff
FBA/BIP	Yes	Yes	Yes		Students who may show social, emotional, behavioral difficulties acclimating to school and its demands. Special Education and/or General Education Students. Freq: As needed per behaviors.	Behaviorists/School Psychologists
Literacy Across Content Areas – SLO with Academic Vocabulary		Yes	Yes		Throughout the day. Across content areas including Encore teachers such as Physical Education, Art, and Culinary. Freq: All year	All Staff
FSP (Flexible Support Program)	Yes	Yes	Yes		As needed by child to regulate, calm anxiety, and return to class. Freq: As needed by student	Social Worker, TA, and classroom teachers.
IST (Independent Study Time)	Yes	Yes	Yes		Gives students opportunities to work in small groups for social, behavioral, academic, and organizational skill-building. Freq: Daily – All Year	All Staff
Pre-Referral Intervention Manual	Yes	Yes	Yes		Teachers are provided access to the PRIM manual which outlines many Tier I interventions to try in the classroom for a variety of student learning and behavioral issues.	All Staff

Intervention Area				Building: Mahopac Middle School		
TIER II Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
Math / ELA Skill Lab		Yes	Yes		Based on classroom observations, formative, and summative assessments from Tier I students are recommend to a small group instruction for these specific content areas. Open to all students. Freq: 2x4 day cycle.	Special Education Teacher
Teachers observing teachers	Yes	Yes	Yes		Teachers observe and develop learning centers/stations to provide small group instruction. Freq: Teacher Driven	All Staff
Utilizing Technology such as IXL and SuccessMaker		Yes			This is used and the data reviewed to build skill development and also provides progress monitoring. Freq: Teacher determined	Core Staff
FSP (Flexible Support Program)	Yes	Yes	Yes		As needed by child to regulate, calm anxiety, and return to class. Freq: As needed by student	Social Worker, TA, and classroom teachers.
Learning Center	Yes	Yes	Yes		Students are assisted on work, Monday through Thursday, if needed by Teaching Assistants and students from the NHS or NJHS. Up to 4x week	Teaching Assistants School Psychologist
Extra Period (Lab/Callback)		Yes			All students receive an extra period of their Core classes (Math, ELA, Science, SS) 1x in every 4 day cycle. This increases class time by 20% over the course of the year. No new material is taught and teachers often break students into small group or ability-leveled groups.	Core Teachers throughout the year.

Intervention Area				Building: Mahopac Middle School		
TIER III Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
Math Literacy (class)		Yes			4-6 week trials. Both formative and summative assessments. Delivered by Special Education teachers and data reviewed for progress. Freq: 2x4 days cycle	Special Education Teacher
Resource Room	Yes	Yes	Yes		4-6 week trials. Both formative and summative assessments. Delivered by Special Education teachers and data reviewed for progress. Freq: Need based up to daily	Special Education Teacher
Wilson Reading Program		Yes			4-6 week trials. Both formative and summative assessments. Delivered by Special Education teachers and data reviewed for progress. Freq: Depends on need	Wilson Reading Specialist
ICT Access for general education student who may benefit from service.	Yes	Yes	Yes		4-6 week trials. Both formative and summative assessments. Delivered by Special Education teachers and data reviewed for progress. Freq: Daily or by subject	General Education and Special Education Teachers
Special Class Reading		Yes			4-6 week trials. Both formative and summative assessments. Delivered by Special Education teachers and data reviewed for progress. Freq: 2x4 days	Special Education Teachers

Intervention Area				Building: Mahopac High School		
TIER I Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
• STRIVE (PBIS)	X	X	X		Throughout the school year and woven into school culture.	Universal-All Staff
• Teacher-student conference	X	X			Teacher meets with student to develop strategies to support learning and behavioral issues. Parent outreach regarding conference by teacher. Throughout the school year.	Teacher
• Teacher-Parent contact	X	X			Teacher contact's parent to develop strategies and obtain/share data to support learning and behavioral issues. Throughout the school year.	Teacher
• Counselor-student meeting.	X	X	X		Counselor meets with student to develop strategies to support learning and behavioral issues. Parent outreach regarding conference by counselor. Throughout the school year.	Student's School Counselor
• Clinician-student meeting.	X				Clinician meets with student to develop strategies to support social/emotional and behavioral issues. Throughout the school year.	Clinician

<ul style="list-style-type: none"> <li>Discuss student during teacher team planning meetings.</li> </ul>	X	X	X		Teachers meet during team planning period and discuss their common students who are exhibiting academic/behavioral concerns to develop strategies to support learning and behavioral issues. Throughout the school year.	Teacher
<ul style="list-style-type: none"> <li>Informal observation of the student in the academic setting</li> </ul>	X	X	X		Counselor/Clinician observes the student in the classroom setting in an effort to gather information which will be used to support the teacher to develop strategies to support learning and behavioral issues. Throughout the school year.	Counselor/Clinician
<ul style="list-style-type: none"> <li>After school help with teachers</li> </ul>		X			During 9th period (2pm-3pm). Teacher meets with student to provide academic support and strategies to support learning in the classroom. Throughout the school year.	Teacher
<ul style="list-style-type: none"> <li>National Honor Society Tutoring</li> </ul>		X			Provided 1 day a week-9th period (2pm-3pm) Voluntary peer tutoring.	Student via National Honor Society
<ul style="list-style-type: none"> <li>Supplementary Teaching Materials</li> </ul>		X			Sharing of teaching materials for independent student use. Throughout the school year.	Teacher
<ul style="list-style-type: none"> <li>Differentiated Instruction</li> </ul>		X			Tailoring instruction to meet individual student needs. Providing options and choices for students to demonstrate mastery of topic. Throughout the school year.	Teacher

<ul style="list-style-type: none"> <li>• Modify student setting within the current classroom</li> </ul>	X	X			Make physical adjustments within the learning environment that help better support a student's academic growth. Throughout the school year.	Teacher
<ul style="list-style-type: none"> <li>• Classroom contract</li> </ul>	X	X			Document that defines expectations for the student within the classroom to promote a successful environment. Document designed, at a minimum, with student, teacher and parent together. Counselor and Administrative involvement as necessary. Can include rewards and escalation paths for consequences to address inappropriate behavior. Parent outreach. Throughout the school year.	All Staff
<ul style="list-style-type: none"> <li>• Classroom Consequences</li> </ul>	X				Classroom consequences for behavioral infractions within the classroom. Parent notification. Throughout the school year.	Teacher
<ul style="list-style-type: none"> <li>• Mediation</li> </ul>	X				A method of intervening with students in conflict.	Counselor/Clinician/ Admin

Intervention Area				Building__ Mahopac High School_____		
TIER II Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
• Night School		X			Students who have previously failed a class and need credit recovery for graduation requirements. Students are registered for Night School on a Semester basis.	Counselor
• Schedule change		X			When a student is not being successful in an advanced class or current placement. Beginning of each semester.	Counselor
• STEP		X			Academic content support and Test prep. STEP runs 2X weekly from 3pm-5pm. Students enrolled through their Counselor. Throughout the School year.	Counselor schedules/ Teachers in STEP program provide support/instruction
• Content Support Labs		X			Academic Support Lab classes built into student schedule.	Teachers
• Formal observation by Pupil Personnel Staff (clinical staff)	X	X			Clinician observes the student in the classroom setting over a specific period of time, request teachers to document specific defined behaviors that occur in the classroom in an effort to gather information which will be used to support the development of strategies to support learning and behavioral issues.	Clinician

					Throughout the school year.	
<ul style="list-style-type: none"> <li>• Consultation of Pupil Personnel Staff (clinical staff)</li> </ul>	X	X			Engage clinical personnel to meet with the student to support the development of strategies to support learning, behavioral, social-emotional issues. Throughout the school year.	Clinician
<ul style="list-style-type: none"> <li>• Consultation with School Resource Officer</li> </ul>	X	X			Engage School Resource officer to support the development of strategies to support learning and behavioral, issues and possible community resources. Throughout the school year.	School Resource Officer
<ul style="list-style-type: none"> <li>• Consultation with Student Assistant Counselor</li> </ul>	X				Engage Student Assistance Counselor to meet with the student to support the development of strategies to support learning, behavioral, issues for a student who may be substance abuse involved. Throughout the school year.	Student Assistant Counselor (Social Worker)
<ul style="list-style-type: none"> <li>• Behavioral Contracts</li> </ul>	X				Individual building-level behavioral contract where specific behavioral expectations are defined. Throughout the school year.	Administrator
<ul style="list-style-type: none"> <li>• Consultation with private service provider or community agency</li> </ul>	X				Engage with the student's private service provider or community agency which the student is involved with to support the development of strategies to support learning and behavioral, issues. Parent signs consent for school to communicate	Counselor/Clinician/Admin

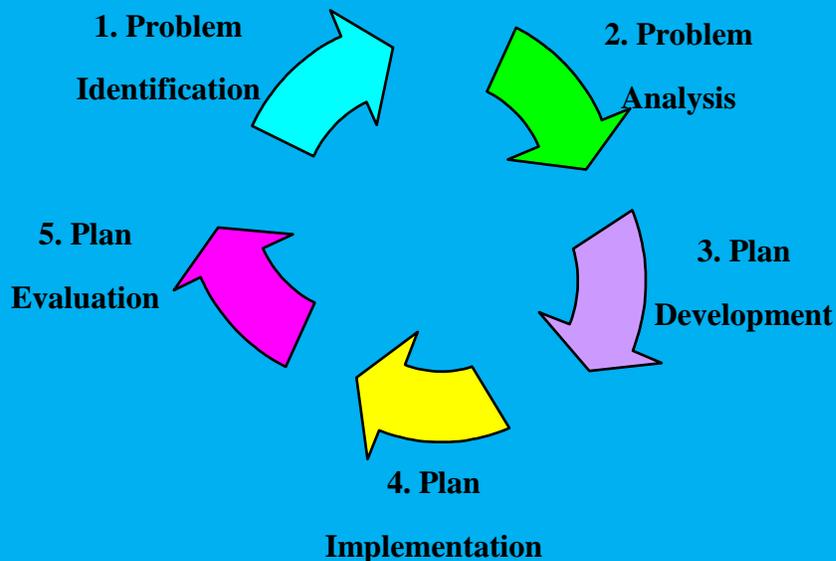
					with private service provider. Throughout the school year.	
<ul style="list-style-type: none"> <li>Coordinated Children's Initiative (CCSI) referral</li> </ul>	X				Complete the referral form. Obtain parent consent for participation. Throughout the school year.	Counselor/Clinician
<ul style="list-style-type: none"> <li>Referral to House Principal</li> </ul>	X	X			Engage with the student's House Principal to support the development of strategies to support learning and behavioral, issues. Throughout the school year.	Admin

Intervention Area				Building__Mahopac High School_____		
TIER III Interventions	Social/ Behavioral	Academic	Organizational		Description Including Frequency and Duration	Provider
<ul style="list-style-type: none"> <li>Increase STEP</li> </ul>		X			Increase academic content support and Test prep depending on needs. STEP runs 2X weekly from 3-5pm. Students enrolled through their Counselor. Throughout the School year.	<ul style="list-style-type: none"> <li>Counselor schedules/ Teachers in STEP program provide support/instruction</li> </ul>
<ul style="list-style-type: none"> <li>Mahopac High School Academy Referral</li> </ul>	X	X	X		Referral to the alternative program: Mahopac High School Academy. An intake meeting will take place. Counselor, Parent, student involved in intake. Throughout the School year.	<ul style="list-style-type: none"> <li>MHAS Staff</li> </ul>
<ul style="list-style-type: none"> <li>PINS Prevention Program Referral</li> </ul>	X		X		Referral completed by House Principal if the School is pursuing PINS Prevention. Referral completed by parent if the parent of the student is pursuing PINS Prevention. Throughout the School year.	<ul style="list-style-type: none"> <li>Putnam County Probation Department</li> </ul>
<ul style="list-style-type: none"> <li>Program Change</li> </ul>	X	X	X		Committee on Special Education will convene and make decisions. Throughout the School year.	<ul style="list-style-type: none"> <li>Committee on Special Education</li> </ul>
<ul style="list-style-type: none"> <li>Out of District Placement Referral</li> </ul>	X	X	X		Committee on Special Education will convene and make decisions. Throughout the School year.	<ul style="list-style-type: none"> <li>Committee on Special Education</li> </ul>
<ul style="list-style-type: none"> <li>ITSP</li> </ul>	X				BOCES based program to support students who are having social and emotional issues. Referral must be completed and addressed to Principal of the building. Throughout the	<ul style="list-style-type: none"> <li>BOCES</li> </ul>

					School year.	
<ul style="list-style-type: none"> <li>Homebound Instruction</li> </ul>	X	X	X		Homebound instruction via tutors assigned through District Office. Throughout the School year.	<ul style="list-style-type: none"> <li>District Office/ Homebound Instruction teachers</li> </ul>
<ul style="list-style-type: none"> <li>Access to Room 218 Program</li> </ul>	X	X			Provides a supportive, stable and flexible learning environment for students that are experiencing a temporary or acute emotional crisis. Our goal is to support students' needs and transition them back into their academic schedule. In some cases, a student may transition through 218 to or from homebound or a hospitalization.	<ul style="list-style-type: none"> <li>Clinical Staff/Teaching Assistant</li> </ul>

## APPENDIX B

# IST Problem-Solving Process



STEPS	<i>Initial or Intensive</i>	<i>Follow-Up/Status</i>
<b>1. Review Reason for Teacher Referral to IST or Review Status Select or Review Target Behaviors</b> a. Select no more than 2 target behaviors or b. Review Currently Set Target Behavior	3 Minutes	2 Minutes
<b>2. Review baseline data collected prior to the meeting that is related to the selected target behavior(s)</b>	5 Minutes	3 Minutes
<b>3. Inventory Student’s Strengths, Talents, Motivation</b>	2 Minutes	1 Minute
<b>4. Set Goals/Review Goals</b> a. Goals must be: i. Measurable	5 Minutes	2 Minutes

ii. Observable		
<b>5. Create an Intervention Plan or Review Current Plan</b> <ul style="list-style-type: none"> <li>a. Identify the what the intervention is and who will be responsible to provide the intervention</li> <li>b. Identify how and who will monitor progress and how often will it be monitored</li> <li>c. Identify when, how often, and where the intervention will take place.</li> </ul>	15 Minutes	5 Minutes
<b>6. Review the Intervention Plan</b> <ul style="list-style-type: none"> <li>a. Make sure all team members understand the plan and who is responsible for what components</li> <li>b. Set up a follow-up meeting (specific time frame)</li> </ul>	3 Minutes	2 Minutes
<b>7. Share Intervention Document and Communicate with Parents/Guardians and other Appropriate Staff Members</b>	3 Minutes	1 Minute

**APPENDIX C**  
**Instructional Support Team Forms**

_____ School  <b>Mahopac Central School District</b> <b>Mahopac, NY 10541</b>	  <b>RTI ACADEMIC INTERVENTION PLAN</b>
--	--

Student: \_\_\_\_\_ Plan Development Date: \_\_\_\_\_

Intervention Start Date: \_\_\_\_\_

Next Meeting Review Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Intervention #:  1  2  3  \_\_\_\_\_

Area of Concern:  Reading  Math  Writing  Behavior (include Form 1B)

Goal: \_\_\_\_\_

\_\_\_\_\_

Goal Criteria: Define timeline, Clear measurements, Define behavior, Clear criteria for success

<b>INTERVENTION</b>
---------------------

Brief description:	
Description of needed materials:	
Intervention implementer:	
When:	
Where:	
How often:	

<b>MEASUREMENT SYSTEM</b>
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Data collection	
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system:	
Data collector:	
What will be recorded?	
Frequency of data collection:	
When will data be collected?	

### DECISION MAKING RULES

Data Point Rules: a minimum of \_\_\_\_\_ units of improvement or over \_\_\_\_\_ interval of time.

Frequency/Duration Rule: Intervention for a minimum of \_\_\_\_\_ days for \_\_\_\_\_ minutes per day

Adapted from: Mandan Public Schools Mandan, ND 58554  
<http://www.mandan.k12.nd.us/employees/RTI/>



**Desired Behavior:****Methods of Teaching the Desired Behavior:**

<input type="checkbox"/> direct instruction	<input type="checkbox"/> social skills training	<input type="checkbox"/> anger management	<input type="checkbox"/> use of mentor(s)
<input type="checkbox"/> providing cues	<input type="checkbox"/> role playing	<input type="checkbox"/> modeling	<input type="checkbox"/> stress management
<input type="checkbox"/> behavior contract	<input type="checkbox"/> decision-making training		
<input type="checkbox"/> other			

**Positive Reinforcement for Displaying the Desired Behavior:**

<input type="checkbox"/> verbal praise	<input type="checkbox"/> computer time	<input type="checkbox"/> immediate feedback	<input type="checkbox"/> earned privileges
<input type="checkbox"/> phone call home	<input type="checkbox"/> free time	<input type="checkbox"/> tangible rewards	<input type="checkbox"/> visit to admin
<input type="checkbox"/> other			

**Positive Behavioral Supports:**

<input type="checkbox"/> predictable routine schedule	<input type="checkbox"/> supervise free time	<input type="checkbox"/> provide alternate recess
<input type="checkbox"/> frequent reminders/prompts	<input type="checkbox"/> avoid strong criticism	<input type="checkbox"/> avoid physical contact
<input type="checkbox"/> frequent breaks/vary activities	<input type="checkbox"/> clear, concise directions	<input type="checkbox"/> provide cooling off period
<input type="checkbox"/> teacher/staff proximity	<input type="checkbox"/> specific study area	<input type="checkbox"/> provide highly-structured setting
<input type="checkbox"/> reprimand the student privately	<input type="checkbox"/> preferential seating	<input type="checkbox"/> communicate regularly with parents
<input type="checkbox"/> modify assignments	<input type="checkbox"/> avoid power struggles	<input type="checkbox"/> review rules & expectations
<input type="checkbox"/> specifically define limits	<input type="checkbox"/> others	

**Consequences for Displaying Excessive/Extreme Behavior:**

<input type="checkbox"/> phone call home	<input type="checkbox"/> level drop/loss of points	<input type="checkbox"/> escort to another area
<input type="checkbox"/> send to office	<input type="checkbox"/> loss of privileges	<input type="checkbox"/> in-school suspension
<input type="checkbox"/> time out	<input type="checkbox"/> detention	<input type="checkbox"/> out-of-school suspension
<input type="checkbox"/> none needed	<input type="checkbox"/> other	

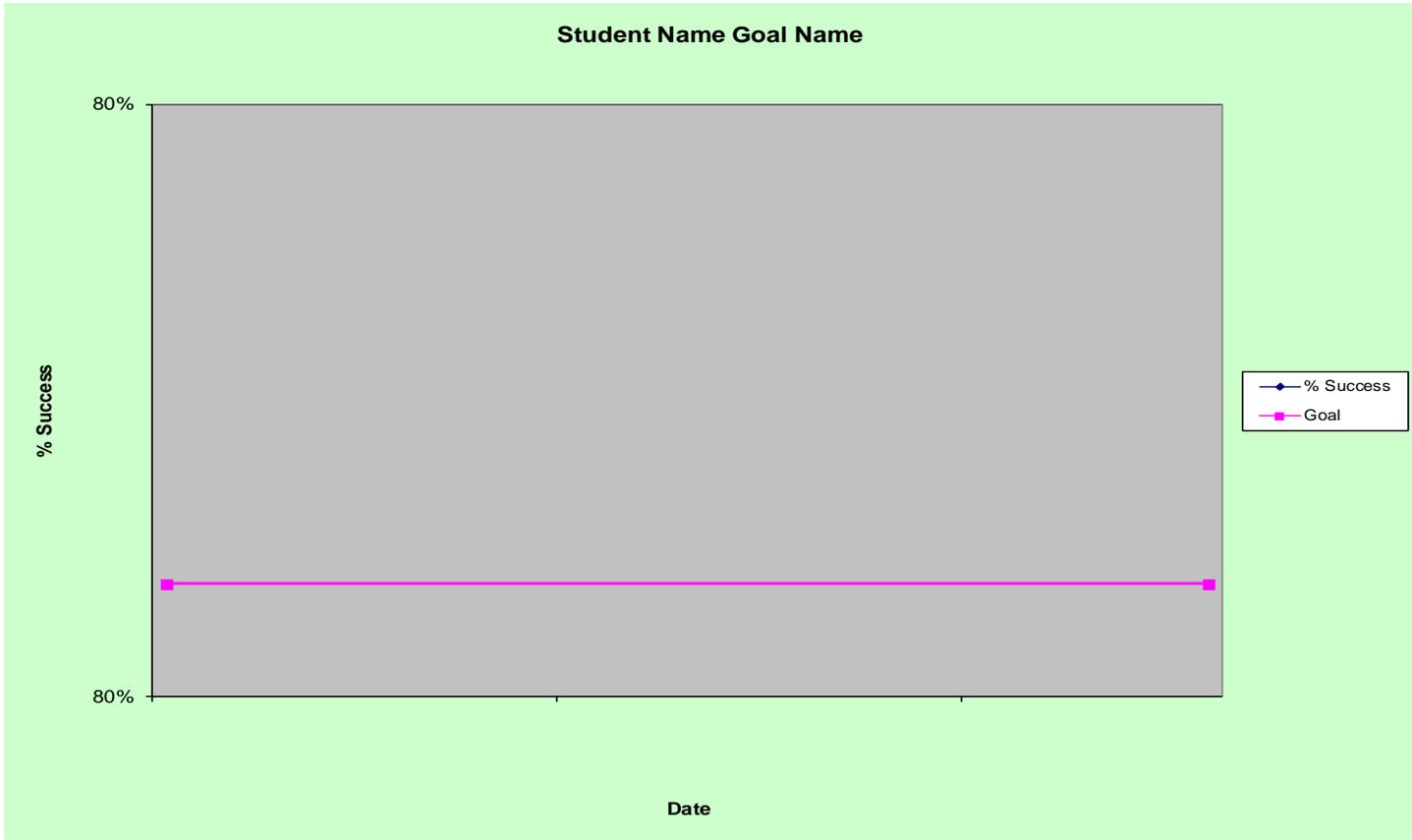
Adapted from: Mandan Public Schools Mandan, ND 58554

<http://www.mandan.k12.nd.us/employees/RTI/>

Student Name:	<b>Mahopac Central School District</b>	RTI Start Date: _____
Student Grade:	<b>RTI Progress Monitoring System</b>	RTI Review Date: _____
Building	Form 2A (Percentage) or Form 2B (Tally)	RTI End Date: _____

Click on Cell A1 and type in the RTI goal.

Date	% Success	Goal	
		80%	<-- Change cell C4 to your baseline



_____ School <b>Mahopac Central School District</b> <b>Mahopac, NY 10541</b>	 <b>INTERVENTION PLAN EVALUATION</b>
--	--

Student: \_\_\_\_\_ Plan Evaluation Date: \_\_\_\_\_

**Plan Evaluation:**

- Intervention #:  1    2    3  
 Attach graph of student progress data

The current intervention began on (date) \_\_\_\_\_ and continued through \_\_\_\_\_ for \_\_\_\_\_ days  
 at an interval of \_\_\_\_\_ times per \_\_\_\_\_ for \_\_\_\_\_ minutes per session.

Number of data points (a minimum of 4) considered during this intervention phase: \_\_\_\_\_

1. As a result of this intervention implementation:
  - Goal was met
  - Discrepancy decreased
  - Discrepancy stayed the same
  - Discrepancy increased
  
2. In the team's opinion, was the plan responsible for any change?
  - Yes
  - No
  - Not sure
  
3. The next steps for the team will be to:
  - Discontinue intervention – goal met
  - Maintain or generalize current plan
  - Select a new problem (FORM 1A and FORM 1B if behavioral need is present)
  - Select a new hypothesis for the same problem
  - Retain current hypothesis, but modify the intervention plan
  - Continue problem solving and make a referral for special education

Next Meeting Date: \_\_\_\_\_

_____ School  <b>Mahopac Central School District</b> <b>Mahopac, NY 10541</b>	 <b>RESPONSE TO INTERVENTION</b> <b>INTEGRITY CHECK</b>
--	--

Student Name: \_\_\_\_\_

IST Member Name: \_\_\_\_\_

Type of Intervention: \_\_\_\_\_

Date of Check: \_\_\_\_\_

- I have observed this interventionist during an intervention session (\_\_\_\_\_ date).
- The intervention is being delivered in a manner which is consistent with the Intervention Plan as described.
- The interventionist has the materials he/she needs to deliver the intervention.
- The teacher is actively monitoring the engagement of each child in the intervention.
- Behavior management is satisfactory for this student's group.
- The student's attendance has not been a significant factor in hindering his/her progress.
- The intervention seems appropriate for the needs of this student.

If all of these areas can be deemed accomplished, the integrity of this intervention may be considered satisfactory. If any area is lacking, adjustments and support should be offered to rectify the problem.

\_\_\_\_\_  
*(Signature and position of person completing this integrity check)*

\_\_\_\_\_  
*(Date)*

## APPENDIX D

### MAHOPAC CENTRAL SCHOOL DISTRICT

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179 East Lake Blvd., Mahopac, NY 10541-1666 (845) 628-3415 Fax (845) 628-0261

*Dr. Greg Stowell*  
*Assistant Superintendent*  
*Pupil Personnel Services*

*Dennis Creedon, Ed.D.*  
*Superintendent of Schools*

#### **DOCUMENTATION OF DETERMINATION OF ELIGIBILITY FOR STUDENTS SUSPECTED OF HAVING A LEARNING DISABILITY**

In addition to the prior notice requirements in Section 200.5(a) of the Regulations of the Commissioner, 34 CFR Section 300.543 requires that the CSE's documentation of the determination of eligibility of a student suspected of having a learning disability include the following information:

The CSE has reviewed the individual evaluation results for \_\_\_\_\_ which indicate that the student:

\_\_\_ has a specific learning disability requiring special education services, demonstrated by a severe discrepancy between achievement and ability and/or has been provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards, but present levels of performance manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of the Regulations of the Commissioner of Education.

\_\_\_ does not have a specific learning disability pursuant to Part 200.4 of the Regulations of the Commissioner of Education.

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#### **This decision was based on the following evaluation procedures, tests, records and reports:**

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

The educationally relevant medical findings, if any, indicated:

The CSE has determined that environmental, cultural and/or economic disadvantage factors impact on the student's learning problems as follows:

---

**The findings of the evaluation indicated a severe discrepancy between the student's achievement and intellectual ability as specified below:**

Cognitive  
Functioning: \_\_\_\_\_

Oral expression:  
\_\_\_\_\_

Listening  
comprehension: \_\_\_\_\_

Written expression:  
\_\_\_\_\_

Basic reading  
skill: \_\_\_\_\_

Reading  
comprehension: \_\_\_\_\_

Mathematics calculation:  
\_\_\_\_\_

Mathematics  
reasoning: \_\_\_\_\_

**CSE Member Certification of the Determination of a Learning Disability:**

(Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the team member may submit a separate statement presenting his or her conclusion)

<b>Title</b>	<b>Signature</b>	<b>Agree</b>	<b>Disagree</b>
LEA Representative	_____	___	___
Parent of Student	_____	___	___
Regular Education Teacher	_____	___	___
Special Education Teacher	_____	___	___
School Psychologist	_____	___	___
Parent Member	_____	___	___
Others: Specify	_____	___	___
	_____	___	___
	_____	___	___

Date: \_\_\_\_\_

# RESOURCES

## Teacher Resources:

- Illinois State Board of Education [www.isbe.net](http://www.isbe.net)
- CORE: Teaching Reading Sourcebook [www.corelearn.com](http://www.corelearn.com)
- Council of Exceptional Children [www.cec.net](http://www.cec.net)
- The Florida Center for Reading Research [www.fcrr.org](http://www.fcrr.org)
- U.S. Dept of Education Institute of Education Sciences:  
*What Works Clearinghouse* <http://ies.ed.gov/ncee/wwc>
- Intervention Central- Response to Intervention Resources  
[www.interventioncentral.org](http://www.interventioncentral.org)
- Total RtI <http://thertisite.learningtodayonline.com>
- National Center on Response to Intervention [www.RtI4success.org](http://www.RtI4success.org)
- The National Center for Learning Disabilities [www.NCLD.org](http://www.NCLD.org)
- Council of Administrators of Special Education: [www.casecec.org/rti.htm](http://www.casecec.org/rti.htm)
- The IRIS Center: [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)
- National Association of State Directors of Special Education, Inc.:  
[www.nasdse.org](http://www.nasdse.org)
- The National Center on Student Progress Monitoring: [www.studentprogress.org](http://www.studentprogress.org)
- National Reading Panel (NRP) [www.nationalreadingpanel.org/](http://www.nationalreadingpanel.org/)
- RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- Texas Center for Reading and Language Arts <http://www.texasreading.org/>
- University of Kansas Center for Research on Learning [www.ku-crl.org/](http://www.ku-crl.org/)
- University of Oregon: <http://reading.uoregon.edu/curricula/index.php>

## Parent Resources:

- Council of Exceptional Children [www.cec.net](http://www.cec.net)
- National Center on Response to Intervention [www.RtI4success.org](http://www.RtI4success.org)
- The National Center for Learning Disabilities [www.NCLD.org](http://www.NCLD.org)
- Parenting [www.parenting.org](http://www.parenting.org)
- Family Education [www.familyeducation.com](http://www.familyeducation.com)