

PARENT NOTIFICATION:

- At WEC, parents are always notified when their child is to be brought up to the Instructional Support Team. If all members of the IST are in agreement, the student is screened for intervention services in the at-risk area, upon receipt of parental consent. After all screenings have been completed and the IST has determined support services will be necessary for the student, parents will be notified that their child has qualified. Upon parental agreement and consent, intervention services may begin.
- Notifications are provided through a letter indicating the academic subject of intervention the child will be receiving, the frequency of intervention, the duration of intervention, and the interventionist (Support Staff member) responsible for the services.

Parents and families are key partners in all aspects of our RTI process. Parents can learn more about our RTI process through our parent brochure, which describes the RTI process and how it is implemented at WEC. This document is also available on our school website.

TIER III:

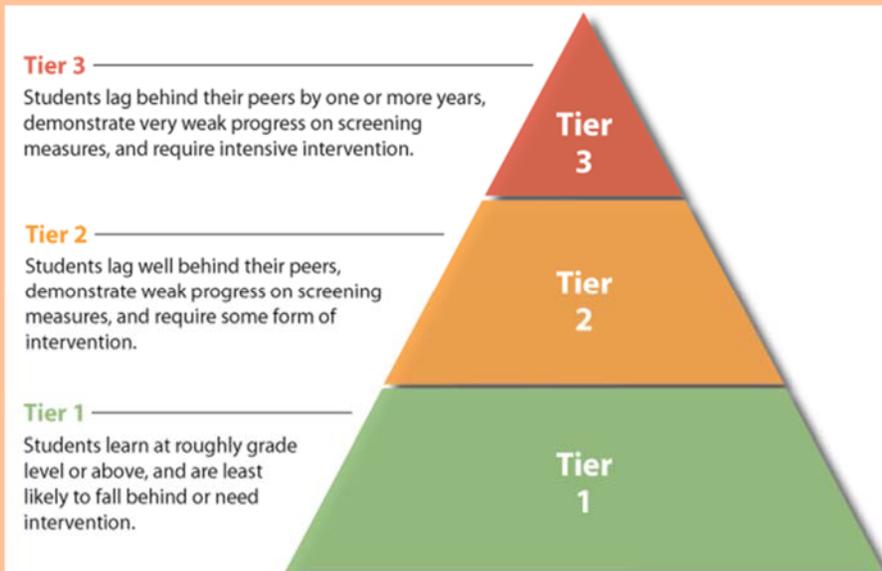
Does intensive, individualized instruction enable the student to make the necessary progress that will help him/her move toward grade level expectations?

- Students who continue to struggle without measurable adequate progress in both Tier I and Tier II, and continually exhibit significant difficulty acquiring the necessary skills to achieve success on grade level content, may be recommended, through our IST process, for more frequent, intensive, explicit, and individualized instruction (Tier III).

- Follow up IST meetings for Tier III supports are generally a result of continued low achievement after differentiated, small group instruction by our classroom teachers and interventionists.
- Students receiving Tier III instruction will be seen in small groups of students and may be seen up to five times per week
- Students will receive Tier III intervention for as long as necessary. Progress will be monitored and noted consistently throughout the child's placement in Tier III. If a student's needs have been met through Tier III support, the student will either return to Tier II or Tier I instruction.

It is through this cycle of intensive intervention that WEC's IST, along with the parent(s) of a student at risk, may consider the need to make a recommendation to CSE in order to determine eligibility for possible classification.

There are circumstances when the process of retention is discussed as a legitimate intervention for a student. A parent is always involved in this procedure.



Preparing Every Student for Excellence

Response to Intervention Guide for Parents

2017-2018



WILLIAM E. COTTLE ELEMENTARY SCHOOL
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Response to Intervention Defined

The William E. Cottle School (WEC) Response to Intervention (RTI) model integrates instruction, assessment, and intervention within a tiered system to facilitate student achievement. Our RTI process relies on and considers teacher input, possible parental concerns, and data in order to identify students at risk of falling below grade level expectations. Our objective is to monitor student progress, provide evidence based instruction and interventions, and, as necessary, adjust the intensity and nature of given interventions. If student goals have not been met through RTI, this process may result in a child being recommended to the Committee on Special Education (CSE).

In this document, the phrase parents implies parents and legal guardians.

WEC's RTI Framework

Based on NYS Regulations, our RTI framework includes the following:

- Appropriate instruction delivered to all students in the general education classroom by qualified personnel. Appropriate instruction in reading includes scientific research-based reading programs that incorporate explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies. Appropriate instruction in the area of math includes all topics in our K-5 New York State Learning Standards. Universal screenings and authorized grade level benchmark assessments are administered to all students.
- Once identified as performing below grade level expectations, further assessments will be administered in order to determine potential eligibility for intervention services.
- Instruction is matched to student need(s) with increasingly intensive levels of targeted intervention. For students who do not make expected progress in the anticipated time frame, processes have been set in place for our In-

structional Support Team (IST) to convene (or reconvene) to determine the next phase of instruction to further support the student in meeting grade level standards in the content area of concern (primarily Reading and math).

EXPLANATION OF TIERS:

TIER I:

Are classroom instructional strategies and supports sufficient in helping our students achieve academic success?

- Our Core instructional materials in content area subjects, all of which are evidence-based programs, are Reading Wonders, The Writing Revolution (Language Arts), and enVision (mathematics).
- Teachers of at-risk students (primarily in the areas of Language Arts and Mathematics) are encouraged to request an initial Instructional Support Team (IST) meeting to discuss, in a holistic and data driven manner, a student's academic strengths and areas of development and concern.
- Members of our IST include the chairperson (School Psychologist), a general education teacher, a special education teacher, a reading teacher, a speech and language teacher, and an administrator. All members of WEC's faculty and staff are available to attend if there is a logical reason for them to be present.
- IST members and other individuals collectively share pertinent information to determine strategies that address these concerns.
- Teamwork and sharing strategies are crucial to the IST process. The classroom teacher is the first educator responsible for identifying, supporting, and monitoring the student's progress.
- The objective of this process is to determine necessary interventions to support students' learning needs and, by doing so, improving their academic achievement in the general education classroom. A student's response to classroom interventions will dictate the need for supplemental support services. If a child does not respond to interventions or valid instruc-

tional strategies, the IST is our vehicle to discuss and support alternate instructional methods to support the student. Classroom teachers can request a Support Staff member conduct a qualitative observation in the classroom (if time and schedules permit).

TIER II:

Does targeted, supplemental instruction provide the student with necessary strategies to have a better understanding of grade level materials?

- Members of IST, along with the classroom teacher and administrator, are responsible for recommending a second tier of support services (Tier II), continuing the current educational plan (without increased support), or simply returning the child to full group instruction based on improved academic achievement.
- Tier II students receive targeted interventions as well as core classroom instruction. If supplemental Tier II instruction is recommended, this can occur in a "pull out"/small group instructional model or in a "push in" classroom model, in which the interventionist works collaboratively with the classroom teacher.
- Decisions on intensity of intervention are a result of individual student need(s) based on data collected by the classroom teacher and interventionists. Students receiving Tier II support will be periodically assessed to determine if the child is moving toward his/her articulated goals.
- Progress will be monitored and noted consistently throughout the child's placement in Tier II intervention.

There are circumstances where students at WEC (in grades 4 or 5) are recommended for Tier II services based on a combination of scaled scores falling below a determined Level II cut point on New York State Assessments **AND** below grade level results on our district assessment(s) used to determine Tier II eligibility (GMADE for mathematics or GRADE for Reading and Language Arts). This process is governed by mandates from our New York State Education Department (NYSED).