

*HUNTINGTON  
UNION FREE SCHOOL DISTRICT*



*MTSS/Response to Intervention*

*Resource Manual*

## ***Introduction to RtI and MTSS***

By July 1, 2012, every school district in New York State must have an RtI process implemented for Kindergarten through Grade 4 in reading.

RtI is one of NYS's criteria for determining whether a student has a learning disability and is thereby, eligible for special education services. A student's underachievement must not be due to:

- Limited English proficiency
- Lack of appropriate reading instruction
- Lack of appropriate math instruction

RtI data can be used to determine student's disability and help educators pinpoint how students can overcome learning difficulties.

### ***RtI Vision Statement***

RtI is the school district's model to improve systems of support for struggling learners. It is the school's initiative to ensure that all general education students are receiving the most effective academic instruction and behavioral interventions.

### ***Benefits of RtI***

This is a means to help quickly and reliably identify the learning difficulties that can put students at risk for educational failure. RtI can improve communication between school and home by sharing researched based data so teachers and parents can confer and collaborate on a frequent basis about a student's progress.

### ***RtI Essential Components***

- Early identification of individual student needs
- Research-based, scientifically validated instruction methods, and interventions
- Screening, diagnostics, and progress monitoring in order to inform instruction and intervene when necessary.

### ***Every RtI program must contain the following***

- An assessment plan that is comprehensive
- Resources that are organized into tiers
- High quality professional development
- Data collected to be used for the purpose of documentation and evaluation

### ***Parent Involvement in RtI***

Involving parents at all phases is a key aspect of a successful RtI process (Appendix A). Parent support of their child's education increases the likelihood of success. A summary of home-school collaboration research lists the demonstrated benefits of these partnerships for not only students, but for teachers and parents (Esler, Godber & Christenson, 2002).

Schools should provide parents with written information about its RtI program and be prepared to answer questions about the RtI processes (Appendix B). When parents are made aware of the whole process and then are notified that their child is in need of intervention, they understand this means extra help for their child. It is highly recommended that parents be notified about the need for Tier 2 and/or Tier 3 interventions (Appendix C&D). A formal parent notification letter of student's inclusion in Tier 2 or 3 intervention programs should be made, and in fact, the parent should be considered for inclusion during the problem solving process. A Student RtI Team conference is held as a student's involvement in RtI increases. Decisions related to tier placement or the nature of individual progress monitoring will be made by the "Team." At the Team meeting, the teacher providing the intervention shares on-going progress monitoring information. The parent can be instrumental in intervention planning as a team member.

Because RtI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screening, CBMs, and targeted diagnostic assessments within a multi-tiered RtI system when these tools are used to determine instructional need. However, when a student fails to respond to increasingly intensive Tier 2 and Tier 3 interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

We have incorporated SEL into our RtI model and moving forward and according to state guidance we will use the term MTSS/RtI throughout the plan. MTSS stands for Multi-Tiered Systems of Supports and a brief description is included below.

### **MTSS: GENERAL INTRODUCTION**

Multi-Tiered System of Supports (MTSS) is a comprehensive, school-wide model that provides academic and behavioral support to at-risk students. MTSS organizes school instructional and intervention resources into three ascending levels, or 'Tiers'. When students display significant academic or behavioral/social-emotional deficits, they are matched to appropriate MTSS intervention. Any students who fail to respond to intervention at a particular Tier are advanced to a more intensive Tier to ensure that they receive timely, targeted, and effective support. Decisions to move students up and down the MTSS Tiers are made using objective, fair, and reliable data sources.

### **MTSS: ACADEMICS**

MTSS for academics provides a continuum of support for learners who underperform or are struggling in school. Students with emerging academic delays can receive Tier 1 intervention support directly from their classroom teacher. Learners with more serious deficits in school skills may be placed in Tier 2 reading or math small-group interventions to identify and address off-grade-level skill gaps. Students who fail to respond to lesser academic interventions are referred to the Tier 3 MTSS Problem-Solving Team, which develops intensive, individualized intervention plans. Students are assigned to Tier 1, 2, or 3 interventions based on objective data sources, including school-wide screeners and classroom instructional information.

### **MTSS: BEHAVIOR**

MTSS for behavior/social-emotional learning teaches positive behaviors—and also provides targeted assistance to any students with significant behavioral and/or mental-health needs. The starting point for MTSS-behavior is the general-education classroom, where teachers explicitly teach and reinforce expected behaviors. Students with more substantial social/emotional or behavioral needs are assigned to school-wide Tier 2 interventions such as skills groups or mentoring programs. Those students who present with intensive behavioral or emotional challenges are brought to the Tier 3 MTSS Problem-Solving Team, which can conduct Functional Behavioral Assessments (FBAs) and develop individualized intervention plans. Students are assigned to Tier 1, 2, or 3 behavioral intervention based on objective data sources, including teacher referrals and office disciplinary referrals.

# RtI/MTSS Multi-Tier Model

## RtI/MTSS Tier Descriptions

### Tier I

General education setting: Teachers deliver instruction to all students. For those students scoring in the low-average range (25<sup>th</sup> - 49<sup>th</sup> percentile), teachers should immediately begin collecting data and using evidence based strategies in the classroom to support these students. This would typically consist of small group re-teaching, additional drills in math or reading fluency and/or comprehension skills.

Tier 1 SEL instruction includes the Harmony program for all students and additional support provided by the classroom teacher as needed. Tier 1 classroom supports can include positive praise and reinforcement, prompting and redirection, preferential seating, and use of the classroom reward system.

### Tier 2

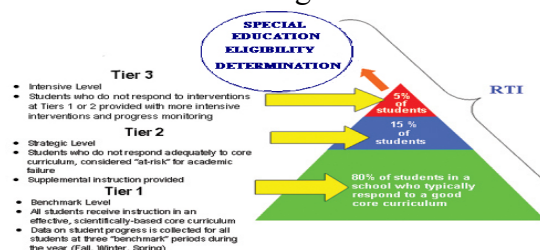
If a student fails to progress with Tier 1 interventions in place, a student will be moved to Tier 2 interventions. Interventions are more individualized, focusing on the individual needs of a struggling learner. This is more intensive instruction in a small group setting inside or outside the classroom, generally two to three times per week for students that fall within the 11<sup>th</sup> - 24<sup>th</sup> percentile. Classroom teacher progress monitors students' bi-weekly using grade level target. Quarterly meetings are set up with the SBIT to review student progress.

Tier 2 SEL support will take place after a review of the BEISY universal screening results. Tier 2 SEL supports may include a consultation with a member of the mental health team to provide more individualized behavior and emotional strategies to be used within or outside of the classroom. Tier 2 supports may also provide a pull-out support service, such as counseling.

### Tier 3

Most intensive academic support: This is for students with chronic and severe academic delays. This is intensive instruction in a small group setting outside the classroom, generally four to five times per week, for students that fall within the 0 - 10<sup>th</sup> percentile. Baseline data is collected by the pull-out provider using survey level assessments to determine where student is functioning at 25% or higher. Classroom teacher progress monitors students weekly at the grade level above the student's functioning level. Meetings are set up with the SBIT after six to eight data points are collected to review student progress.

Tier 3 SEL support will take place after a review of the BEISY universal screening results and also for students in crisis, consisting of a combination of push-in and pull-out services and/or referral to outside agencies after a review of the BEISY universal screening results.



## **District Wide RtI/MTSS Forms**

- IST Referral Form- Primary
- IST Referral Form- Intermediate
- IST Referral Form- Middle School
- RtI/MTSS Parent Notification Form- English
- RtI/MTSS Parent Notification Form- Spanish
- IST Tracking Sheet
- RtI/MTSS Exit Letter- English/Spanish

# Huntington Union Free School District

## IST Initial Referral Form – Primary

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

Current Profile: RtI Math \_\_\_\_\_ RtI Reading \_\_\_\_\_ ENL \_\_\_\_\_ Mental Health \_\_\_\_\_ DL \_\_\_\_\_  
 Speech \_\_\_\_\_ OT/PT \_\_\_\_\_ 504 \_\_\_\_\_

**Assessment of Academic Skills:** (*A - Average, BA - Below Average, WBA - Well Below Average*)

<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>
_____ Phonemic Awareness	_____ Word Problems/Vocab.	_____ Generates sentences
_____ Phonics	_____ Computation	_____ Development of ideas
_____ LNF/LSF Fluency	_____ Memory of Facts	_____ Organization
_____ Oral Reading Fluency	_____ Understanding Concepts	_____ Punctuation
_____ Vocabulary	_____ Problem Solving	_____ Grammar
_____ Comprehension	_____ Number Sense	_____ Legibility/Spacing

*Please describe in detail any areas below average and well below average:*

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**Behavior(s) of Concern (check those that you feel apply and describe):**

<b>Behavior:</b>	<b>Describe:</b>
_____ Listening	_____
_____ Following directions	_____
_____ Participation in small groups	_____
_____ Participation in large groups	_____
_____ Task Completion	_____
_____ Social Skills	_____

**Current Student Data:** (Attach Historical and Progress Monitoring graphs) AIMSweb and/or iReady

**AIMSweb**

**Literacy Measures:**

Gr. K      LNF: \_\_\_\_\_      LWSF: \_\_\_\_\_      Composite: \_\_\_\_\_  
 Gr. 1      ORF: \_\_\_\_\_      Composite: \_\_\_\_\_  
 Gr. 2/3      AV: \_\_\_\_\_      RC: \_\_\_\_\_      ORF: \_\_\_\_\_      Composite: \_\_\_\_\_

Guided Reading Level:

Progress Monitoring Frequency: Weekly: \_\_\_\_\_ Bi-Weekly: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Math Measures:**

Gr. K QTF: \_\_\_\_\_ CA: \_\_\_\_\_ NNF \_\_\_\_\_ Composite: \_\_\_\_\_  
Gr. 1 MFF-1D: \_\_\_\_\_ NCF-P: \_\_\_\_\_ CA: \_\_\_\_\_ Composite: \_\_\_\_\_  
Gr. 2/3 NCF-T \_\_\_\_\_ MCF: \_\_\_\_\_ CA: \_\_\_\_\_ Composite: \_\_\_\_\_  
Progress Monitoring Frequency: Weekly: \_\_\_\_\_ Bi-Weekly \_\_\_\_\_ Grade Level: \_\_\_\_\_

**iReady Results (grades 2/3)**

Benchmark Test: Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**READING OVERALL:** \_\_\_\_\_

PA \_\_\_\_\_ PH \_\_\_\_\_ HFW \_\_\_\_\_ VOC \_\_\_\_\_ COMP LIT \_\_\_\_\_ COMP INFO. \_\_\_\_\_

**MATH OVERALL:** \_\_\_\_\_

NO \_\_\_\_\_ ALG \_\_\_\_\_ MS \_\_\_\_\_ GEO \_\_\_\_\_

**Student's Strengths:**

\_\_\_\_\_  
\_\_\_\_\_

**Parent Contact History:**

Date	Form of Contact	Description

**Educational History**

Is absenteeism or lateness a problem? Yes  No  If yes, number of absences \_\_\_\_\_  
Has the student attended other schools? Yes  No  If yes, list school(s) and grade level(s) \_\_\_\_\_  
Has the student been referred to the IST before? Yes  No  If yes, list date \_\_\_\_\_  
Was the student previously in DL? Yes  No  Is the student currently in DL? Yes  No   
Notable Health Concerns? \_\_\_\_\_

**For Students Whose Language is Other than English**

How long has the student been going to school in the USA? \_\_\_\_\_  
ENL Level: \_\_\_\_\_ Dominant Language: \_\_\_\_\_  
Has there been a gap in the student's education? Yes  No  If yes, for how long? \_\_\_\_\_

**On the following page, please check all Tier I interventions** along with how long the intervention has been in place & describe the outcomes.

**Pacing:**

- Extended Time
- Break Offered  
(frequency/activity)
- Other

**Environment:**

- Preferential Seating
- Alternative Seating
- Reduce distraction
- Other

**Presentation of Material:**

- Multiple teaching styles  
(Auditory, Visual, Tactile, Kinesthetic)
- Small group instruction  
(content area)
- Directions read and simplified
- Use of manipulatives
- Pre-Teach concepts
- High Frequency Word List
- Oral cues/prompts
- Other

**Materials:**

- Assistance in note taking/HW
- Use of laminated materials
- Use of calculator/ Flash Cards
- Use of graphic organizers
- Use of line tracker
- Use of Math Reference Charts
- Study Guides
- Other

**Assignments:**

- Steps provided/Chunking
- Checklist provided
- Differentiated reading level
- Modified assignments/homework
- Other

**Reinforcement & Follow Through:**

- Check for understanding
- Use of Positive Reinforcement
- Peer Tutoring
- Cooperative Learning Experiences
- Immediate Feedback
- Directions repeated
- Re-Teaching concepts
- Self-Monitoring Check Lists
- Other



Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome?

**Current Tier II Academic/Behavioral Interventions: (2 - 3 days per week)**

*(Foundations Double Dose, Pull-Out Guided Reading, Number Worlds, Individual Behavioral Chart, Token Boards, Check-in/Check-out, Mental Health Support)*

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

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**Current Tier III Academic/Behavioral Interventions: (4 - 5 days per week)**

*(Pull-Out Guided Reading, Horizons, Foundations Double Dose, Leveled Literacy Intervention, Number Worlds, Individual Behavioral Chart, Token Boards, Check-in/Check-out, Mental Health Support)*

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

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# Huntington Union Free School District

## IST Initial Referral Form – Intermediate

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

Current Profile: RtI Math \_\_\_\_\_ RtI Reading \_\_\_\_\_ ENL \_\_\_\_\_ Mental Health \_\_\_\_\_ DL \_\_\_\_\_  
 Speech \_\_\_\_\_ OT/PT \_\_\_\_\_ 504 \_\_\_\_\_

**Assessment of Academic Skills:** *(A-Average or Above, BA-Below Average, WBA-Well Below Average)*

<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>
_____ Oral Reading Fluency	_____ Problem Solving	_____ Sentence Structure
_____ Comprehension	_____ Computation	_____ Development of ideas
_____ Vocabulary	_____ Memory of Facts	_____ Organization
_____ Decoding	_____ Understanding Concepts	_____ Conventions

*Please describe in detail any areas below average and well below average:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Behavior(s) of Concern (check those that you feel apply and describe):**

<b>Behavior:</b>	<b>Describe:</b>
_____ Listening	_____
_____ Following directions	_____
_____ Participation in small groups	_____
_____ Participation in large groups	_____
_____ Task Completion	_____
_____ Social Skills	_____

**Current Student Data:** (Attach Historical and Progress Monitoring graphs)

**AIMSweb Results**

**Reading**

**Composite:** \_\_\_\_\_ **ORF:** \_\_\_\_\_  
 Progress Monitoring Frequency: Weekly \_\_\_\_\_ Bi-Weekly: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Math**

**Composite:** \_\_\_\_\_ **CA :** \_\_\_\_\_ **NCF-T:** \_\_\_\_\_ **MCF:** \_\_\_\_\_  
 Progress Monitoring Frequency: Weekly \_\_\_\_\_ Bi-Weekly: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**iReady Results**

*Benchmark Test:* Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**Reading Overall:** \_\_\_\_\_

**Math Overall:** \_\_\_\_\_

NO \_\_\_\_\_ ALG \_\_\_\_\_ MS \_\_\_\_\_ GEO \_\_\_\_\_

**Parent Contact History:**

Date	Form of Contact	Description

**Educational History**

Is absenteeism or lateness a problem? Yes  No  If yes, number of absences \_\_\_\_\_

Has the student attended other schools? Yes  No  If yes, list school(s) and grade level(s) \_\_\_\_\_

Has the student been referred to the IST before? Yes  No  If yes, list date \_\_\_\_\_

Was the student previously in DL? Yes  No  Is the student currently in DL? Yes  No

Notable Health Concerns? \_\_\_\_\_

**For Students Whose Language is Other than English**

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

ENL Level: \_\_\_\_\_ Dominant Language: \_\_\_\_\_

Has there been a gap in the student education? Yes  No  If yes, for how long? \_\_\_\_\_

**Please check all Tier I interventions** along with how long the intervention has been in place & the outcome:

**Pacing:**

- Extended Time
- Break Offered  
(frequency \_\_\_\_\_/activity\_\_\_\_\_)
- Completion Charts
- Duration Maps
- Other

**Environment:**

- Preferential Seating
- Alternative Seating  
(explain: \_\_\_\_\_)
- Reduce distraction  
(explain: \_\_\_\_\_)
- Positive peer reporting
- Class Dojo
- Other

**Presentation of Material:**

- Multiple teaching styles  
(Auditory, Visual, Tactile, Kinesthetic)
- Small group instruction  
(content area:\_\_\_\_\_)
- Directions read and simplified
- Use of manipulatives
- Pre-Teach concepts
- High Frequency Word List
- Oral cues/prompts
- Other

**Materials:**

- Study Guides
- Assistance in note taking/HW
- Use of laminated materials
- Use of calculator/ Flash Cards
- Use of graphic organizers

- Use of line tracker
- Use of Math Reference Charts
- Other

**Assignments:**

- Steps provided/Chunking
- Checklist provided
- Differentiated reading level
- Modified assignments/homework
- Other

**Reinforcement & Follow Through:**

- Use of positive reinforcement
- Check for understanding
- Peer Tutoring
- Cooperative Learning Experiences
- Immediate Feedback
- Directions repeated
- Re-Teaching concepts
- Self-Monitoring Check Lists
- Other

Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome

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**Current Tier II Academic/Behavioral Interventions: (2 - 3 days per week)**

*(Pull-Out Guided Reading, Number Worlds, Individual Behavioral Chart, Token Boards, Check-in/Check-out, Mental Health Support)*

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

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**Current Tier III Academic/Behavioral Interventions: (4-5 days per week)**

*(Pull-Out Guided Reading, Corrective, Just Words, Leveled Literacy Intervention, System 44, Read 180, Number Worlds, Individual Behavioral Chart, Token Boards, Check-in/Check-out, Mental Health Support Family Service League)*

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

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# Huntington Union Free School District

## Initial Referral Form – Middle School

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Team: \_\_\_\_\_

Current Profile: ELA Lab \_\_\_\_\_ LLI \_\_\_\_\_ READ 180 \_\_\_\_\_ Math Lab \_\_\_\_\_ 504 Plan \_\_\_\_\_  
 RtI Math \_\_\_\_\_ ENL \_\_\_\_\_

**Current Student Data:** (Attach Historical and Progress Monitoring graphs)

**IREADY RESULTS:**

Benchmark Test: Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**Reading Overall:** \_\_\_\_\_

PA \_\_\_\_\_ PH \_\_\_\_\_ VOC \_\_\_\_\_ COMP \_\_\_\_\_ LIT \_\_\_\_\_ INFO \_\_\_\_\_

**Math Overall:** \_\_\_\_\_

NO \_\_\_\_\_ ALG \_\_\_\_\_ MS \_\_\_\_\_ GEO \_\_\_\_\_

**Behavior(s) of Concern (check those that you feel apply and describe):**

Behavior:	Describe:
_____ Listening	_____
_____ Following directions	_____
_____ Participation in small groups	_____
_____ Participation in large groups	_____
_____ Task Completion	_____
_____ Social Skills	_____

**Parent Contact History:**

Date	Form of Contact	Description

**Educational History**

Is absenteeism or lateness a problem? Yes  No  If yes, number of absences \_\_\_\_\_

Has the student attended other schools? Yes  No  If yes, list school(s) and grade level(s) \_\_\_\_\_

Has the student been referred to the IST before? Yes  No  If yes, list date \_\_\_\_\_

Notable Health Concerns? \_\_\_\_\_

**For Students Whose Language is Other than English**

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

ENL Level: \_\_\_\_\_ Dominant Language: \_\_\_\_\_

Has there been a gap in the student education? Yes  No  If yes, for how long? \_\_\_\_\_

**Please check all Tier 1 Interventions:**

**Pacing:**

- Extended Time
- Break Offered  
(frequency \_\_\_\_\_/activity\_\_\_\_\_)
- Other

**Environment:**

- Preferential Seating
- Alternative Seating  
(explain: \_\_\_\_\_)
- Reduce distraction  
(explain: \_\_\_\_\_)
- Other

**Presentation of Material:**

- Multiple teaching styles  
(Auditory, Visual, Tactile, Kinesthetic)
- Small group instruction  
(content area: \_\_\_\_\_)
- Directions read and simplified
- Use of manipulatives
- Pre-Teach concepts
- High Frequency Word List
- Oral cues/prompts
- Other

**Materials:**

- Study Guides
- Assistance in note taking/HW
- Use of laminated materials
- Use of calculator/ Flash Cards
- Use of graphic organizers
- Use of line tracker
- Use of Math Reference Charts
- Other

**Assignments:**

- Steps provided/Chunking
- Checklist provided
- Differentiated reading level
- Modified assignments/homework
- Other

**Reinforcement & Follow Through:**

- Use of positive reinforcement
- Check for understanding
- Peer Tutoring
- Cooperative Learning Experiences
- Immediate Feedback
- Directions repeated
- Re-Teaching concepts
- Self-Monitoring Check Lists
- Other

Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome

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**Current Tier II Academic/Behavioral Interventions: (2 - 3 days per week)**  
*(ELA Lab, Math Lab, Individual Behavioral Chart, Mentoring Program, Mental Health Support)*

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

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**Current Tier III Academic/Behavioral Interventions: (4-5 days per week)**  
*(Just Words, Leveled Literacy Intervention, Read 180, Number Worlds, Individual Behavioral Chart, Check-in/Check-out, Mental Health Support, Family Service League, Outside Support)*

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

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[Place on School Letterhead]

## **Response to Intervention/MTSS Notification**

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

Dear Parent/Guardian of: \_\_\_\_\_

Response to Intervention (RtI) and Multitiered Systems of Support (MTSS) are systems of providing support services based on individual student needs. As part of district-wide efforts to improve student achievement, all Huntington Union Free School District students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in English Language Arts, Mathematics and/or social emotional learning.

On the universal screening, your child did not meet the expected range for his/her grade level for the most current benchmark assessment(s). To better meet your child's needs, our school will begin providing your child with supplemental and/or small group instruction as indicated below:

<b>Service</b>	<b>Frequency</b>	<b>Intervention Specialist</b>

Your child will be involved in a level of intervention in which teacher(s) use differentiated instructional strategies and/or interventions. The teacher(s) track(s) your child's progress over time to monitor his/her success, and you will be periodically notified about your child's performance. The intervention specialist(s) will be working with your child's classroom teacher to ensure continuity of the curriculum.

If you have any questions about the process, please do not hesitate to contact your child's classroom teacher or the intervention specialist(s) listed above.

Respectfully,

Building Principal Signature

[Place on School Letterhead]

## Notificación de la Respuesta a la Intervención/MTSS

Fecha: \_\_\_\_\_

Estimados padres/tutores de: \_\_\_\_\_

Como parte de los esfuerzos del distrito para mejorar los logros estudiantiles, todos los estudiantes del distrito escolar de Huntington reciben evaluaciones breves o evaluaciones universales tres veces al año (otoño, invierno, primavera) para medir su progreso en el currículo a lo largo del tiempo. Se proporcionarán intervenciones (apoyo adicional) según sea necesario para todos los estudiantes que no alcanzaron los niveles de logro esperados en artes del lenguaje de inglés y / o matemáticas. La Respuesta a la Intervención (RtI según sus siglas en inglés) es un sistema de prestar servicios de apoyo en función de las necesidades individuales de los estudiantes.

En la evaluación universal, su hijo no alcanzó el rango esperado para su nivel de grado para la evaluación de referencia más reciente. Para satisfacer mejor las necesidades de su hijo, nuestra escuela comenzará a proporcionarle instrucción complementaria y / o en grupos pequeños a su hijo como se indica a continuación:

Servicio	Frecuencia	Especialista de intervención

Su hijo participará en un nivel de intervención en el que el/los maestro(s) usarán estrategias de enseñanza y / o intervenciones diferenciadas. Los maestros anotan el progreso de su hijo a lo largo del tiempo para ver su éxito, y se le notificará periódicamente sobre el rendimiento de su hijo. El (los) especialista(s) de intervención trabajarán con el (los) maestro(s) de la clase de su hijo para garantizar la continuidad del plan de estudios.

Si tiene alguna pregunta sobre el proceso, no dude en ponerse en contacto con el maestro de la clase de su hijo o con el especialista en intervención que se menciona más arriba.

Atentamente,

# Huntington Union Free School District IST Tracking Sheets

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

Grade: \_\_\_\_\_

Date:

School:

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**Goal 1:**

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**Interventions/Strategies:** (Scientifically Research-based Academic and Behavioral Interventions, include frequency of the intervention)

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**How will the goal be measured/assessed? (progress monitoring data must be collected):**

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**Goal 2:**

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**Interventions/Strategies:** (Scientifically Research-based Academic and Behavioral Interventions, include frequency of the intervention)

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**How will the goal be measured/assessed? (progress monitoring data must be collected):**

**Goal 3:**

**Interventions/Strategies:** (Scientifically Research-based Academic and Behavioral Interventions, include frequency of the intervention)

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**How will the goal be measured/assessed? (progress monitoring data must be collected):**

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**Notes:**

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**Teacher Liaison:** \_\_\_\_\_

**Follow-up Date:** \_\_\_\_\_

**Participants:** \_\_\_\_\_

## Response to Intervention/MTSS Exit Letter

{School Heading}

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

Dear Parent/Guardian of: \_\_\_\_\_

Your child received Response to Intervention/Multitiered System Support services in the area of \_\_\_\_\_. At this time, your child has met grade level expectations and will discontinue support from an intervention specialist outside the classroom. The classroom teacher will provide interventions and strategies as well as monitor your child's progress.

We are committed to providing excellent services to all students. If you have any questions, please contact your child's classroom teacher.

Sincerely,

Building Principal Signature

Fecha: \_\_\_\_\_

Estimados padres/tutores de: \_\_\_\_\_

Su hijo recibió servicios de la Respuesta a la Intervención en el área de \_\_\_\_\_. En este momento, su hijo ha cumplido con las expectativas de nivel de grado y discontinuará el apoyo de un especialista de intervención fuera del salón de clase. El maestro del salón de clase regular proporcionará intervenciones y estrategias, así como también supervisará el progreso de su hijo.

Nos comprometemos a brindar servicios excelentes a todos los estudiantes. Si tiene alguna pregunta, comuníquese con el maestro de la clase de su hijo.

Atentamente,