



2025-2026

RESPONSE TO INTERVENTION

BELFAST CENTRAL SCHOOL

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Introduction

Belfast Central School will implement the Response to Intervention model which will benefit many children who are challenged by the educational content in the areas of reading and math. All educators will be expected to implement collaborative problem solving procedures that involve data collection, screenings, benchmarking and research-based interventions to target student's learning in reading.

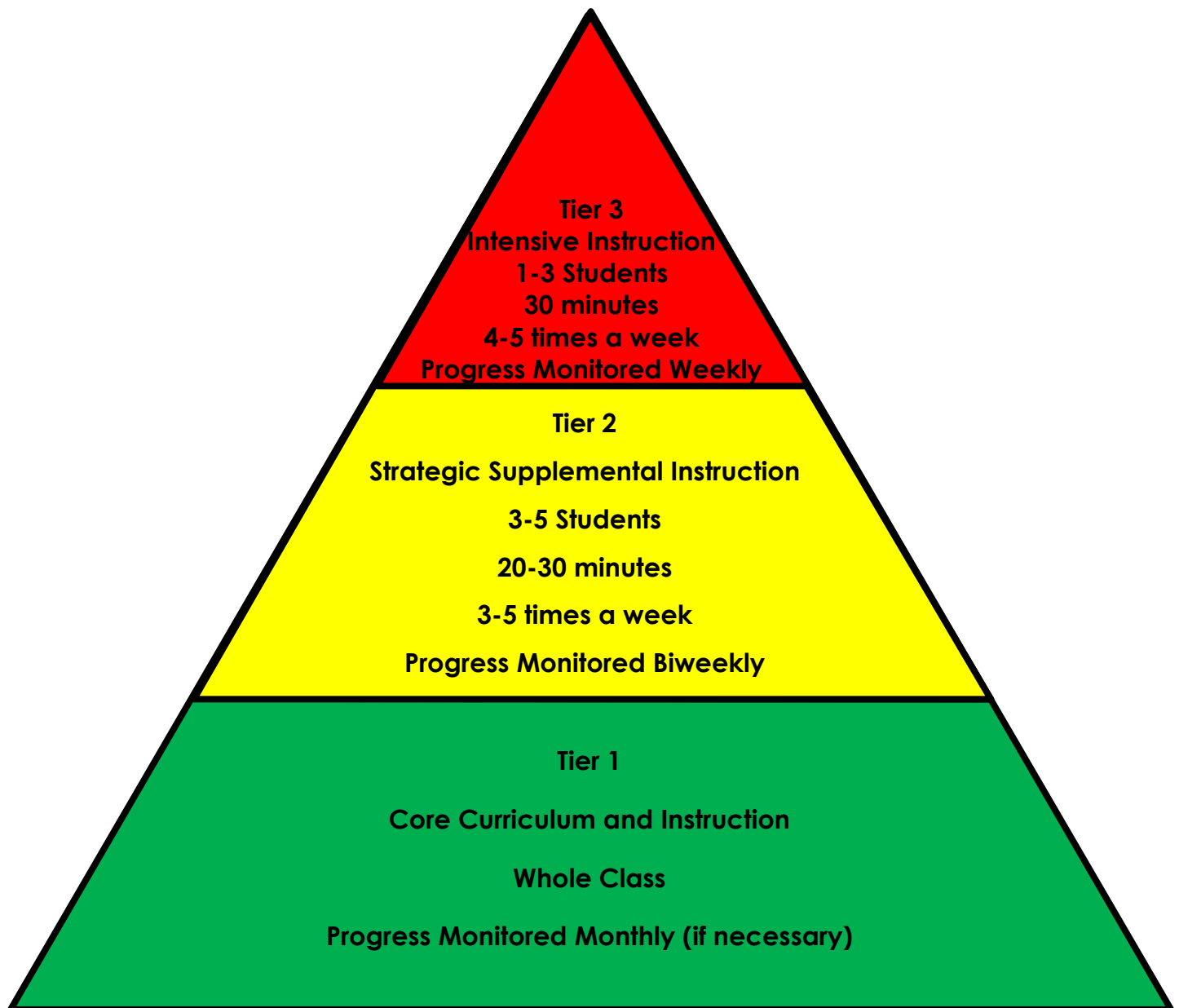
Belfast Central School will also implement the Response to Intervention model to benefit children who struggle with the social-emotional learning areas of their education. All educators will be expected to implement social-emotional screenings as well as positive behavior interventions and supports.

What is Response to Intervention (RtI)?

RtI is a systematic and data-based method for identifying, defining, and resolving student's academic and/or behavioral difficulties. RtI is a tiered model in which students get more individualized assistance as they move through the tiers and whether they respond to instruction within the tiers.

RtI as a Multi-Leveled Intervention Approach for Academic Needs

RtI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Belfast 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 1

Tier One is considered the primary level of intervention and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading and math delivered to all students in the general education class which is delivered by qualified personnel.

- **Interventionist:** general education teacher
- **Setting:** general education classroom
- **Grouping:** whole class, flexible grouping format
- **Curriculum:** scientific, research-based instruction aligned to state learning standards in core academic areas
- **Duration:** year long
- **Length of instruction:** involves a minimum of 60 minutes of literacy instruction daily.
- **Assessments:** all students are screened with **aimsweb** (K-3) or iReady (4-8) in September, January, and May.
- **Progress Monitoring:** Fountas and Pinnell Benchmark Assessment System and Aimsweb/iReady screening measures three times per year; at risk students may be progress monitored monthly.

Tier 2

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Interventions provided at this tier are designed to address the needs or weaknesses of the student relative to the reading or math foundation.

- **Interventionist:** intervention specialist, general education teacher, teacher assistant, or aide
- **Setting:** general education classroom or pull-out location
- **Grouping:** targeted, small group instruction (3-5 students)
- **Curriculum:** scientifically research-based instruction or targeted tutoring designed to remediate skill deficits of targeted students
- **Duration:** a minimum of 6 weeks
- **Length of instruction:** minimum of 3 times a cycle for 15-30 minutes
- **Assessments:** aimsweb/iReady or LLI progress monitoring
- **Progress Monitoring:** no less than once every two weeks for strategic students
 - If a student shows mastery for a specific skill, move on to the next goal.
 - If a student shows minimal or no progress after two Tier 2 interventions, consider a move to Tier 3.

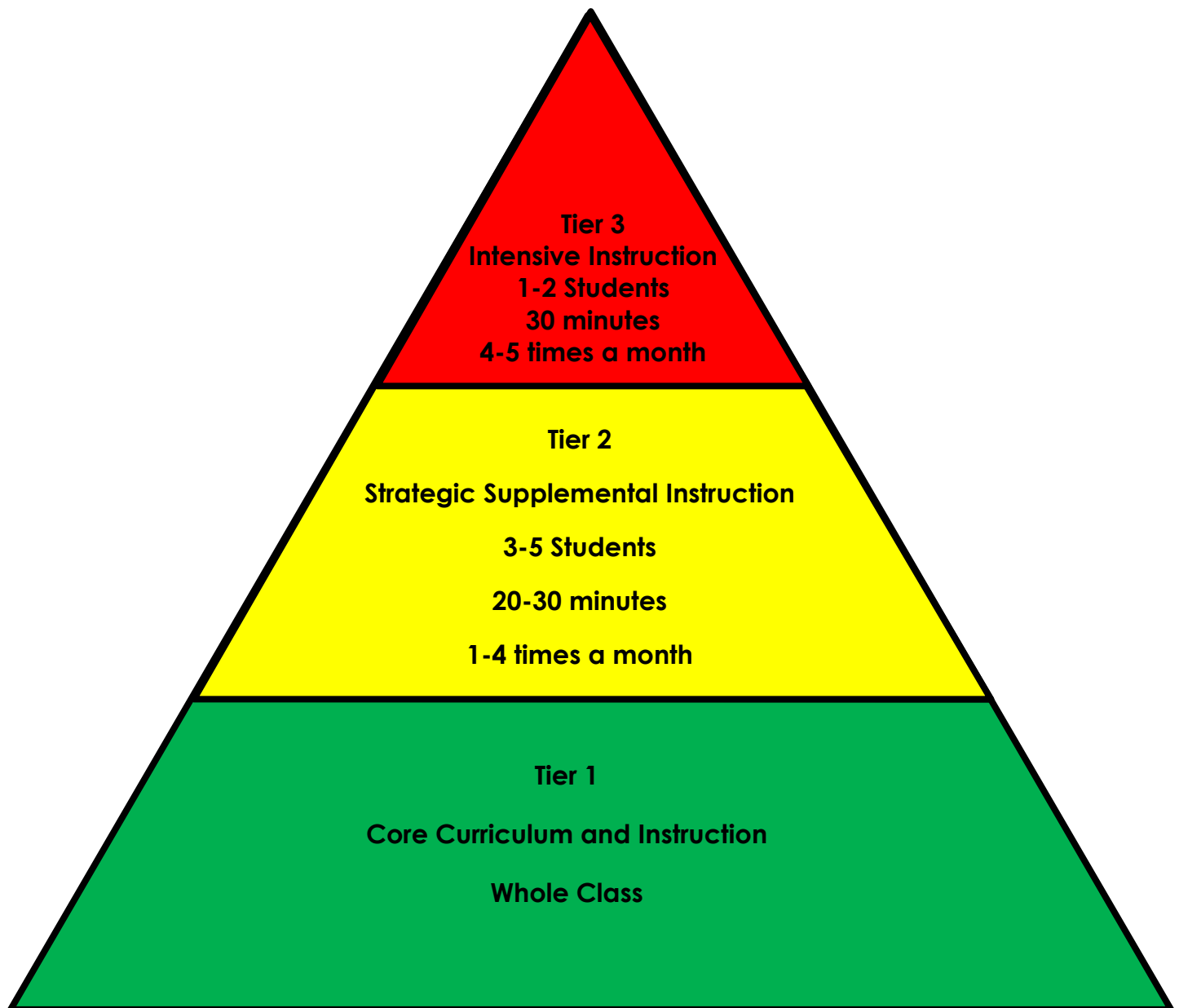
Tier 3

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. This intervention is provided in addition to Tier 1.

- **Interventionist:** math or reading interventionist, special education teacher, general education teacher
- **Setting:** pull out location
- **Grouping:** individualized or small group instruction (1-3 students)
- **Curriculum:** scientifically research-based instruction designed to remediate skill deficits of targeted students
- **Duration:** minimum of 12 weeks
- **Length of instruction:** minimum of 4 times a week for 30 minutes
- **Assessments:** aimsweb/iReady or LLI progress monitoring
- **Progress Monitoring:** no less than once a week
 - If a student shows minimal or no progress after two Tier 3 interventions, consider a referral to the Committee on Special Education.

RtI as a Multi-Leveled Intervention Approach for Social-Emotional Needs

RtI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within the Belfast 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 1

Tier One is considered the primary level of intervention and always takes place in the general education classroom. Tier 1 involves appropriate instruction in social-emotional learning delivered to all students in the general education class which is delivered by qualified personnel.

- **Interventionist:** general education teacher, school counselor
- **Setting:** general education classroom
- **Grouping:** whole class, flexible grouping format
- **Curriculum:** scientific, research-based instruction aligned to state social-emotional standards
- **Duration:** year long
- **Length of instruction:** involves a minimum of 30 minutes of social-emotional instruction weekly
- **Assessments:** all students in grades K-12 are screened with the either the Teacher-Child Rating Scale (T-CRS), or the **Satchel Pulse/DESSA** Social Emotional Health Survey.
- **Progress Monitoring:** rating scale, teacher reports, observations

Tier 2

Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Interventions provided at this tier are designed to address the needs or weaknesses of the student relative to the social-emotional foundation.

- **Interventionist:** school psychologist, counselor, social worker, general education teacher, teacher assistant, or aide
- **Setting:** general education classroom or pull-out location
- **Grouping:** targeted, small group instruction (2-3 students)
- **Curriculum:** scientifically research-based instruction or targeted tutoring designed to remediate skill deficits of targeted students
- **Duration:** a minimum of 6 weeks
- **Length of instruction:** minimum of 1-4 times per month for 20-30 minutes
- **Assessments:** **Primary Project** Pre/Post Teacher-Child Rating Scale (T-CRS) and Associate-Child Rating Scales (A-CRS)
- **Progress Monitoring:** no less than twice per cycle for strategic students
 - If a student shows mastery for a specific skill, move on to the next goal.
 - If a student shows minimal or no progress after two Tier 2 interventions, consider a move to Tier 3.

Tier 3

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. This intervention is provided in addition to Tier 1 instruction.

- **Interventionist:** school psychologist, counselor, social worker, general education teacher, teacher assistant, or aide
- **Setting:** pull out location
- **Grouping:** individualized or small group instruction (1 student)
- **Curriculum:** scientifically research-based instruction designed to remediate skill deficits of targeted students
- **Duration:** minimum of 15 weeks
- **Length of instruction:** minimum of 4 times a month for 30 minutes
- **Assessments:** Primary Project Pre/Post Teacher-Child Rating Scale (T-CRS) and Associate-Child Rating Scales (A-CRS)
- **Progress Monitoring:** no less than once a week
 - If a student shows minimal or no progress after two Tier 3 interventions, consider a referral to the Committee on Special Education.

Intervention Menu

Reading	Tier 1	Tier 2	Tier 3
Phonemic Awareness	Sonday Heggerty	Hearbuilder Versatiles Road to the Code LLI iReady	LiPS PASP Fast ForWord iReady
Phonics (Decoding)	Sonday	Early Success Soar to Success LLI iReady	Barton Seeing Stars Reading Mastery Corrective Reading iReady
Vocabulary	NYS Modules Fountas & Pinnell	LLI iReady	Word Wisdom iReady
Fluency	NYS Modules Fountas & Pinnell BCS Sight Words	Great Leaps One Minute Reader LLI iReady	HELPS Reading Assistant iReady
Comprehension	NYS Modules Fountas & Pinnell	LLI Reading Eggspress Reading Eggs iReady	Corrective Reading Visualizing & Verbalizing iReady

Math	Tier 1	Tier 2	Tier 3
Number Identification	NYS Modules BCS Spirals	Math Seeds Zearn IReady IXL	Touch Math (K-2) Moving with Math (1-4) On Cloud 9 (K-4) IReady IXL
Number Comparison	NYS Modules BCS Spirals	Math Seeds Zearn IReady IXL	Touch Math (K-2) Moving with Math (1-4) On Cloud 9 (K-4) IReady IXL
Math Fact Fluency	NYS Modules	XtraMath Math Seeds Zearn IReady	Touch Math (K-2) Moving with Math (1-4) On Cloud 9 (K-4)

		IXL	Math Facts in a Flash IReady IXL
Concepts & Applications	NYS Modules BCS Spirals	Great Leaps Versatiles Math Seeds Zearn IReady IXL	Touch Math (K-2) Moving with Math (1-4) On Cloud 9 (K-4) iReady IXL

Social-Emotional	Tier 1	Tier 2	Tier 3
Behavior	Second Step PBIS Behaviors Circles – restorative practices Counseling	Primary Project (K-3) PBIS Behaviors Targeted Tutoring Lunch Bunch Mentoring – Big/Little Bulldog Circles – Restorative Practices Counseling PBIS – practice and teach skills	PBIS Behaviors Targeted Tutoring Crisis Counseling Restorative Practices Counseling

Assessment

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 and progress monitoring. Each assessment type is used at different points within an RtI process for different purposes.

Universal 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 or social-emotional difficulties and who may require closer monitoring-, further assessment, or supplemental instruction.

Screening Tool(s):	aimswebPlus iReady	Fountas and Pinnell Benchmark Assessment System	Primary Project Teacher-Child Rating Scale (T-CRS) Satchel Pulse/DESSA Social Emotional Health Survey
Frequency of Administration:	3 times a year (September, January, May)	3 times a year (September, January, May)	1 time a year (October)
Grades Screened:	Kindergarten - 8 th Grade	Kindergarten - 4 th Grade (Kindergarten is not screened until January) 5 th - 6 th Grade (identified students only or when teacher concerns arise)	Kindergarten – 6 th Grade
Screening Administrator(s): 	Reading Interventionist, Math Interventionist, Other Appointed Administrator	Classroom Teacher, Special Education Teacher, Reading Interventionist, Trained Teaching Assistants and Classroom Aides	Classroom Teacher
Location:	Classroom, quiet location	Quiet location	Quiet location

aimsweb Benchmark Assessment Schedule

Kindergarten	Numeracy	Fall	Winter	Spring
		Number Naming Fluency (NNF) Quantity Total Fluency (QTF) Concepts & Applications (CA)	Number Naming Fluency (NNF) Quantity Total Fluency (QTF) Quantity Difference Fluency (QDF) Concepts & Applications (CA)	Number Naming Fluency (NNF) Quantity Total Fluency (QTF) Quantity Difference Fluency (QDF) Concepts & Applications (CA)
Kindergarten	Literacy	Print Concepts (PC) Letter Naming Fluency (LNF) Initial Sounds (IS) Auditory Vocabulary (AV) Letter Word Sound Fluency (LWSF)	Letter Naming Fluency (LNF) Initial Sounds (IS) Auditory Vocabulary (AV)* Letter Word Sound Fluency (LWSF) Phoneme Segmentation (PS)	Letter Naming Fluency (LNF) Auditory Vocabulary (AV)* Letter Word Sound Fluency (LWSF) Phoneme Segmentation (PS) Word Reading Fluency (WRF)

First Grade	Numeracy	Fall	Winter	Spring
		Number Comparison Fluency-Pairs (NCF-P) Math Facts Fluency-1 Digit (MFF-1D) Concepts & Applications (CA)	Number Comparison Fluency-Pairs (NCF-P) Math Facts Fluency-1 Digit (MFF-1D) Math Facts Fluency- Tens (MFF-T) Concepts & Applications (CA)	Number Comparison Fluency-Pairs (NCF-P) Math Facts Fluency-1 Digit (MFF-1D) Math Facts Fluency- Tens (MFF-T) Concepts & Applications (CA)
First Grade	Literacy	Auditory Vocabulary (AV)* Letter Word Sound Fluency (LWSF) Phoneme Segmentation (PS) Word Reading Fluency (WRF) Oral Reading Fluency (ORF)	Auditory Vocabulary (AV)* Word Reading Fluency (WRF) Oral Reading Fluency (ORF)	Auditory Vocabulary (AV)* Word Reading Fluency (WRF) Oral Reading Fluency (ORF)

*Auditory Vocabulary is an optional measure used for screening purposes in **Kindergarten** and **new First Grade** students.

~Measures in **bold** are for **Benchmarking** only.

Second-Third Grade	Math	Fall	Winter	Spring
		Number Comparison Fluency- Triads (NCF-T) Mental Computation Fluency (MCF) Concepts & Applications (CA)	Number Comparison Fluency- Triads (NCF-T) Mental Computation Fluency (MCF) Concepts & Applications (CA)	Number Comparison Fluency- Triads (NCF-T) Mental Computation Fluency (MCF) Concepts & Applications (CA)
	Reading	Vocabulary (VO) Reading Comprehension (RC) Oral Reading Fluency (ORF)	Vocabulary (VO) Reading Comprehension (RC) Oral Reading Fluency (ORF)	Vocabulary (VO) Reading Comprehension (RC) Oral Reading Fluency (ORF)

Grades 4-8 will participate in iReady diagnostic screenings three times a year (September, January and May).

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. Data obtained from progress monitoring can (1) determine a student's rate of progress, (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 tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Belfast Central School uses aimswebPlus/iReady and the Fountas and Pinnell Reading Records to determine a student's academic movement across the tiers by examining rate of progress and level of performance over time.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Monthly for at risk students (Green but below benchmark)	No less than once every other week	No less than once a week
Administrator(s):	Classroom teacher Reading Interventionist, Special Education Teacher, Trained Teaching Assistants and Classroom Aides		
Location:	Classroom or quiet location		

Progress monitoring for tier 3 students will be administered on grade level once a month to see if the intervention being used is helping to close the gap. All other progress monitoring will be done at the students' current level of performance.

Belfast Central School uses the Primary Project Teacher-Child Rating Scale (T-CRS) and the Associate-Child Rating Scale (A-CRS) to identify social-emotional movement across the tiers by examining rate of progress and level of performance over time. Progress will be reviewed by the school psychologist, school social worker, or school counselor after the completion of a Primary Project cycle.

Data Based Decision Making

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which students may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Documentation

Response to Intervention folders will be kept for each student. These folders will be kept in the Guidance/CSE Office. Each year the following documents will be included:

- Universal Benchmark Screening Reports (Student Scores Snapshot)
To be printed by the Guidance Secretary and sent home after each benchmarking period.
- Parent Notification Letters – Initial service letter or change to intervention
To be mailed by the Principal's Office
- Intervention Progress Reports (No less than quarterly)
Mailed home from the office of the corresponding principal
- State Assessment Results
Copies placed in files upon receipt from state education department, by guidance secretary.

Determining Initial Risk Status

To determine which students may be at-risk, Belfast Central School uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Primary Data Source:	Aimswest/iReady, Fountas and Pinnell BAS, State Assessments, Primary Project Teacher-Child Rating Scale
Secondary Data Source:	Classroom data, behavior referrals, observations and teacher reports
Purpose:	• Identify who's at risk • Identify the level of intervention a student requires • Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Classroom Teacher, Reading Specialist, Math/Reading Interventionists, Speech Language Pathologist, School Psychologist, Social Worker, Counselor, Administration
Frequency:	During RtI meetings after benchmark assessments are completed for academic interventions. During weekly/monthly grade level and counseling team meetings for social-emotional interventions.
Decision Options and Criteria:	• Students who score in the tier 2 or 3 range on aimswest/iReady benchmarking or score below grade level on the F&P BAS. • Score a 1 or a 2 on State Assessments • Score in the 15th-30th percentile on the Teacher-Child Rating Scale

SMART goals tied to grade level expectations will be set for all students receiving a Tier 2 and Tier 3 intervention. Progress towards these goals will be monitored and documented by intervention providers and classroom teachers.

Determining Risk Status – Now What?

Tier 2	• Fall placement will be based on spring Aimsweb/iReady and F&P BAS data. • Subsequent placements will be based on no fewer than 3 data points from the classroom and/or progress monitoring/benchmark data.
Tier 3	• Fall placement will be based on spring Aimsweb/iReady and F&P BAS data. • Students not making adequate progress within Tier 2 interventions will be considered for Tier 3 (a minimum of 6 weeks and 3 data points).
Specialist Priority	At times, the RTI team will need to prioritize which students will be seen first by reading or math intervention teachers. The priority will be based on the following criteria: 1. Students scoring in the intensive range on both Aimsweb/iReady and F&P BAS 2. Students scoring in the intensive range on one screener and strategic on the other 3. Students scoring in the strategic range on both Aimsweb/iReady and F&P BAS

Determining Student Response to Intervention

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. Belfast Central School 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 RtI Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention			
Primary Data Source:	Aimsweb, iReady, F&P BAS, Primary Project Teacher-Child Rating Scale		
Secondary Data Source:	3-5 pieces of data (work samples, computer-based intervention reports, etc) to show growth or lack of growth		
Purpose:	• Determine student's response to the intervention • Determine if the student is making progress towards grade level benchmarks • Determine the need for a lesser or more intensive intervention ○ For example: change frequency or duration of intervention, change type or intervention program, change provider		
Who's Involved:	Classroom Teacher, Reading Specialist, Math/Reading Interventionists, Speech Language Pathologist, School Psychologist, Social Worker, School Counselor, Administration		
Frequency per Tier:	Tier 1	Tier 2	Tier 3
	Following Benchmark Screening	Every 6 weeks	Every 12 weeks
Decision Options and Criteria:	Decisions will be made about continuing, changing, or discontinuing interventions at RtI meetings.		

Parent Communication

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 students enter the RtI process, via letter that indicates:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Parents are also notified of student progress after each RtI meeting and when a student is dismissed from the RtI process.

Appendix

- Intervention Menu
- Parent Notification Letter
- Parent Notification of Intervention Progress
- Parent Notification of RtI Dismissal

Intervention	Grade Levels	Skills	Progress Monitoring	Additional Information
Moving with Math	1-6	Number Sense Addition and Subtraction Multiplication and Division Problem Solving Geometry Measurement Decimals Fractions	Yes	Uses Manipulatives
Touch Math	K-1 2 (parts)	Number Recognition to 120 Addition and Subtraction Backwards Counting Geometry Algebra Fractions Money Graphing Word Problems Time and Measurement Multiplication and Division	K-1 Yes 2 Yes	Uses Manipulatives
On Cloud Nine	All	Number Recognition and Writing Number Line Skip Counting Addition Subtraction Multiplication Division Word Problems Decimals and Fractions	No	Uses Manipulatives Similar Approach to Visualizing and Verbalizing
Versatiles Math	K-4	Covers All Standards Skip Counting Addition Subtraction Patterns Money Time	No	Students Self-Check Their Work
Freckle	K-6	All CCSS Skills	Yes With subscription	Online Program Aligned to CCSS
Math Seeds	K-2	All CCSS Skills	Yes	Online Program Aligned to CCSS
Xtra Math	K-6	Addition Subtraction Multiplication Division	Yes	Online Program Customizable
Prodigy	1-8	All CCSS Skills	No	Online Program Aligned to CCSS

Splash Math	K-4	All CCSS Skills	Yes (paid version only)	Online Program Aligned to CCSS Account Needed or Limited Free Version
Zearn	1-5	All CCSS Skills	Yes	Online Program Aligned with CCSS
Lakeshore Listening Centers	K	Addition Subtraction Time and Measurement	No	
Great Leaps	K-4	Number Recognition Addition Facts Subtraction Facts Multiplication Facts Division Facts	Yes	
Intervention	Grade Levels	Skills	Progress Monitoring	Additional Information
Corrective Reading	3+ (Decoding) 4+ (Comprehension)	Decoding Comprehension Vocabulary and Writing	Yes	Independent Practice Mastery Test
Early Success	1-2	Reading for Fluency Word Work Comprehension Blending	Yes	
Phonological Awareness Skills Program (PASP)	PreK-2	Auditory Skills with Letter/Word Sounds Identify Words	Yes	Independent Practice Mastery is Required
Read Well	K-2	Letter Names and Sounds Pattern Words Blending Syllables Compound Words Sentence Accuracy and Fluency Story Reading and Comprehension	Yes	Placement Test
Road to the Code	K-1	Blending Segmenting Initial Sounds Rhyming Letter Names/Sounds	No	
Barton	K+	Phonemic Awareness	Yes	

		Phonics for Reading and Spelling		
OG	K-6	Segmenting Sounds Phonics for Reading and Spelling	Yes	
Seeing Stars	K+	Symbol Imagery Phonemic Awareness Spelling Sight Words Word Patterns	No	
Lindamood Phonological Sequencing (LiPS)	K+	Phonological Awareness Blending Segmenting	No	
Visualizing and Verbalizing	K+	Visualization Skills Concept Imagery	No	
Fast ForWord	K+	Attention Memory Processing Sequencing	Yes	
Reading Assistant	1+	Fluency Comprehension Vocabulary	Yes	
Reading Eggs	K-2	Phonological Awareness Phonics Fluency Vocabulary Comprehension	Yes	Online Program
One Minute Reader	1-5	Fluency Vocabulary Comprehension	Yes	Online Program
Reading Mastery	K-2	Phonics Comprehension Fluency	Yes	
A Writing Approach to Reading (WRAP)		Spelling Vocabulary Writing Comprehension Phonics Grammar		
Leveled Literacy Intervention (LLI)	K-12	Phonics Fluency Word work Comprehension Writing About Reading	Yes	
Great Leaps	K-5	Letter Recognition Sounds	Yes	

		Sight Words Stories Phonemic Awareness Language Skills		
Quick Reads	3-4	Fluency Comprehension Short Response Writing	Yes	
Word Wisdom	3-8	Vocabulary in Context	Yes	App doesn't save the data
Versatiles Reading	K-4	Phonological Awareness Phonics Letter Recognition Spelling Vocabulary Reading Comprehension	No	Adult Supervision Needed Until Students Can Work Independently
Soar to Success	3 rd grade level	Reading Fluency Word Work Comprehension	Yes	

**Belfast Central School
Parent Notification of Intervention Entrance**

Date

RE:

Dear Parent or Guardian:

Belfast Central School is using a process referred to as Response to Intervention or RtI. The goal of RtI is to provide students with the help they need in order to be successful as early as possible in their school career. BCS is required to provide students who are in danger of not meeting standards with support.

Your child has been identified as needing support based on the following assessment tool(s):

- ☐ aimsweb
- ☐ Fountas and Pinnell Benchmark Assessment System Instructional Reading Level
- ☐ iReady
- ☐ 3-8 ELA Assessment (previous year)
- ☐ 3-8 Math Assessment (previous year)
- ☐ Classroom performance/Teacher recommendation

Your child will participate in the following academic intervention service(s) to improve his/her achievement level.

- ☐ ELA: ☐ tier 2 ☐ tier 3
- ☐ Math: ☐ tier 2 ☐ tier 3
- ☐ Other: _____

Belfast Central School recognizes that all students learn differently. We are committed to helping all students succeed. Therefore, we ask for your support in implementing this approach to meet the academic and/or social-emotional needs of your child.

If you have any additional questions, please contact me. Thank you for being our partner in your child's educational success.

Sincerely,

Chelsey Aylor
PK-4 Principal/Director of Curriculum
585-365-2646
caylor@belfastcsd.org

Belfast Central School
Parent Notification of Intervention Progress

Date

RE: _____

Dear Parent or Guardian:

Your child has been receiving additional academic instruction/intervention to address the following identified need(s):

- ☐ ELA/Reading
- ☐ Math
- ☐ Other: _____

In reviewing our child's progress our data indicates their personal:

- ☐ Goal was met
- ☐ Goal was not met but progress indicated
- ☐ Goal was not met

We will be taking the following action(s):

- ☐ Continue RtI support
- ☐ Reduce the intensity of intervention
- ☐ New goal set
- ☐ Intervention will be adjusted as follows:
 - ☐ change intervention program
 - ☐ change intervention provider
- ☐ Staff have consulted with the Committee on Special Education to discuss more intensive intervention options

If you have any questions or concerns regarding this notification, please contact your child's classroom teacher or intervention provider.

We appreciate your partnership in the education of your child!

Sincerely,

Chelsey Aylor
PK-4 Principal/Director of Curriculum
585-365-2646
caylor@belfastcsd.org

Belfast Central School
Parent Notification of Intervention Exit

Date

RE:

Dear Parent or Guardian:

Belfast Central School is using a process referred to as Response to Intervention or RtI. The goal of RtI is to provide students with the help they need in order to be successful as early as possible in their school career.

Your child has been receiving intervention services in the following area(s): _____

We are pleased to inform you that these services will terminate effective _____ due to the progress your child has made. This decision was made based on scores on the following assessment(s):

- ☐ aimsweb
- ☐ Fountas and Pinnell Benchmark Assessment System Instructional Reading Level
- ☐ iReady
- ☐ Interim Assessment
- ☐ Primary Project Associate-Child Rating Scale
- ☐ Classroom performance/ Teacher recommendation
- ☐ Other: _____

Your child will continue to be monitored within the classroom to ensure academic and/or social-emotional success. If you have any additional questions, please contact me. Thank you for being our partner in your child's educational success.

Sincerely,

Chelsey Aylor
PK-4 Principal, Director of Curriculum
585-365-2646
caylor@belfastcsd.org

References

- Croix, L., Fellenz, R., Joynt, M., Mooren, M., & Polzar, S. (2015, September). *K-8 Academic RtI Handbook*. Retrieved from Mequon-Thiensville School District: www2.mtsd.k12.wi.us/Documents/12sped/RtI/K8RtIHandbook2.pdf
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- New York State Response to Intervention Technical Assistance Center. (n.d.). *Response to Intervention Plan Template for Individual Districts*. Retrieved from RtI Tools & Forms: <https://nysrti.org/resources/forms/p:1/>