



Frewsburg  
Central  
School  
District

Response to Intervention

RtI

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Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RtI) process applicable to all students. For students suspected of having a potential learning disability, Frewsburg Central School District will provide appropriate RtI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

2025-2026

# Table of Contents

[Table of Contents](#)

[Introduction](#)

[Appropriate Instruction](#)

[Benchmarking](#)

[Instruction Matched to Student Needs & Application of Student Information to Make Educational Decisions - Interventions](#)

[Progress Monitoring](#)

[Parent Involvement](#)

[Use of RtI in the Determination of a Learning Disability](#)

[Ensuring Staff Knowledge and Skills Necessary to Implement RtI](#)

[Appendix A: Available Annual Benchmarking Tools & Schedule](#)

[Appendix B: RTI Interventions](#)

[Appendix C: Research-Based & Evidence-Based Intervention Tools](#)

[Appendix D: DAT Meeting Schedule – 2025-2026](#)

[Appendix E: Quarterly Student Intervention Plan](#)

[Appendix F: Parent Letter – Intervention Report](#)

[Appendix G: RHJ Intervention Schedule](#)

[Appendix H: Related Services Screening Tools](#)

[Appendix J: Important Dates](#)

## Introduction

A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.

[8 NYCRR 100.2(ii)(2)]

Response to Intervention (RtI) at Frewsburg CSD is the practice of providing high-quality instruction/ intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006). At Frewsburg CSD, we strive to provide differentiated classroom instruction coupled with tailored interventions to prevent achievement gaps and to appropriately identify students with learning disabilities.

The combined RtI/AIS (Academic Intervention Services) Plan at Robert H. Jackson (Frewsburg) Elementary School starts with high quality instruction within the general education setting, provided by a New York certified classroom teacher. School-wide screenings and other formative assessments provide valuable information to instructional staff to aid in the delivery of interventions. Support services are provided in a tiered, least restrictive approach, where the level of support increases as students do not respond to intervention. Students not demonstrating adequate response to interventions on Tiers 1 or 2 will be identified for further supplemental intervention in Tier 3. Decisions are made by a multidisciplinary team, the Data Analysis Team; at every step of this process decisions are informed by progress monitoring data and input from the grade-level data team.

The Data Analysis Team is the decision-making committee that determines movement among tiers within the RtI/AIS process at Frewsburg CSD and the type of intervention, based on the student's need. This includes, but is not limited to attendance, academic, behavioral, or adjustment problems. This team may consist of the following people: The classroom teacher, student, parent(s)/guardian(s), building principal, learning support representative, school psychologist and AIS representative. This team meets regularly (see [Appendix D](#)) and receives training on the RtI/AIS District Plan, research-based interventions and the collection of progress monitoring data at least once per school year. Professional development will be provided to instructional and supervisory staff of Frewsburg CSD throughout the school year.

The proceeding pages of this document detail how the FrewsburgCSD RtI/AIS Plan aligns with New York State regulations in the following areas:

- Appropriate instruction
- Screenings applied to all students
- Instruction matched to student needs
- Repeated assessments of student achievement
- Application of student information to make educational decisions, and
- Notification to parents

This document also details the District's RtI/AIS Plan process, components, and how RtI data is used in determining if a student has a learning disability.

## Appropriate Instruction

A School District's process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. [8 NYCRR 100.2(ii)(1)(i)]

Effective Tier 1 instruction in the areas of Reading and Mathematics involve high quality, research-based instruction, universal screening, identification of weaknesses and targeted remediation with regular progress monitoring. At Frewsburg CSD, a progress-monitoring route is used where screening results in combination with curriculum assessments will determine a tier placement.

### Reading

The Tier 1 classroom settings at Frewsburg CSD provide daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies.

### Mathematics

The Tier 1 classroom settings at Frewsburg CSD provide appropriate instruction in problem solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability. Throughout K-12, instruction focuses on five intertwined strands: Understanding mathematics, computing fluently, applying concepts to solve problems, reasoning logically and engaging with mathematics.

## Benchmarking

A school district's process to determine if a student responds to scientific, research-based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.

[8 NYCRR 100.2(ii)(1)(ii)]

Frewsburg employs the use of a series of brief, efficient, repeatable testing of age-appropriate academic skills. These screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Benchmarks are conducted periodically throughout the year to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

Benchmarking instruments will consist of common formative assessments as well as curriculum-based assessments created in line with the P-12 Next Generation learning standards. A chart of annual benchmark instruments and timelines can be seen in [Appendix A](#).

Once benchmarking information is collected, the DAT team will hold a quarterly benchmarking meeting. They will use the problem-solving model, which requires the team to complete an in-depth analysis of skill deficits and instructional and environmental variables that comprise a student's performance, to identify the sub skill deficits and develop targeted interventions. Their meetings will be documented on a Quarterly Student Intervention Plan ([Appendix E](#)).

## Instruction Matched to Student Needs & Application of Student Information to Make Educational Decisions - Interventions

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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. [8 NYCRR 100.2(II)(1)(iii)]

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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. [8 NYCRR 100.2(ii)(1)(v)]

### AIS Interventions

Academic Intervention Services are defined as being academic support services that are provided in addition to Tier 1 universal supports. Academic Intervention Services should not replace core instruction. At the elementary level (Grades K-6), all students receive Tier 2 differentiated instruction based on benchmark assessments and classroom performance. The DAT team will determine placement in the appropriate academic level.

### RtI Interventions

RtI services will follow and be provided through a multi-tiered system that meets New York State recommendations (TASC, 2015). These recommendations can be seen in [Appendix B](#). Cut off scores for each tier will follow the current benchmarking program recommendations, but will ultimately be determined collaboratively by the DAT team. Intervention tools used at RHJ can be seen in [Appendix C](#). These interventions will be implemented on a daily basis per the Robert H. Jackson Elementary School schedule.

## Progress Monitoring

A school district's process to determine if a student responds to scientific, research-based instruction shall include repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards. [8 NYCRR 100.2(ii)(1)(iv)]

Progress monitoring is a core component of the RtI/AIS Plan at Frewsburg CSD. Benchmarks are conducted throughout the school year. Progress is regularly charted through classroom assessments and curriculum-based measurements. Classroom teachers monitor Tier 1 students who are just below or a few points above the recommended benchmark score on universal screenings. Progress monitoring of students on Tier 2 and 3 occurs at a minimum of once monthly.

The purpose of progress monitoring is two-fold. Progress monitoring data provides information about a student's response to intervention (tier changes) and also provides teachers and administrators with information to determine need for curricular or instructional change within the core curriculum.

For students on Tier 2 or 3, progress-monitoring data informs decision-making on the individual student level in the following ways:

1. Data identifies a student's rate of learning compared with the rate of learning of peer groups.
2. Data identifies a student's present levels of performance relative to expected levels of performance.

In general, progress-monitoring tools include the following broad categories:

- Curriculum-Based Measurement
- Classroom assessments
- Observational tools
- Related-services screening tools ([Appendix H](#))

## Parent Involvement

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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:

- (a) The amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;
- (b) Strategies for increasing the student's rate of learning; and
- (c) The parents' right to request an evaluation for special education programs and/or services.

[8 NYCRR 100.2(ii)(1)(vi)]

For students involved in the RtI/AIS Process, parent(s)/guardian(s) are notified in writing ([Appendix F](#)) and in a language or mode of communication they understand (ex. phone/in-person conference) when an intervention is required that is beyond that which is provided to all students in the classroom. When students receive interventions this notification is required prior to the start of these interventions. The notification details the following:

1. How much and what kind of information (data) the school will collect to monitor the student's progress;
2. The nature of the intervention/instructional support the student will receive; and
3. Of the parent's right to request an evaluation for special education services.

Parent(s)/guardian(s) will have regular contact about their child's progress within the general education setting. Before a request is made to change an intervention, the classroom teacher will inform the parent(s)/guardian(s) of the request being made.

In the event that a student is referred for an evaluation to determine if the student has a learning disability, the parent/guardian will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8 NYCRR 200.4(j)(1)(ii)(b))

## Use of RtI in the Determination of a Learning Disability

The data collected through the Frewsburg Central School District's RtI process may be used as a part of a student's individual evaluation to determine if a student has a learning disability within the area of reading. However, it may not be the sole source of information to make this determination. Any student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation.

Through the RtI process, a student suspected of having a learning disability may be referred to the Committee on Special Education (CSE) to discuss the student's eligibility for special education services. The student centered data collected and information on instructional strategies used throughout the RtI process will be provided to the CSE to help them make informed decisions about a student's eligibility for services. This data should include, but is not limited to:

- Data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading
- Progress monitoring data that describes how a student responded to particular interventions of increasing intensity
- Instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks
- Evaluative data including curriculum based measurements (CBM) regarding a student's performance that is useful and instructionally relevant.

## Ensuring Staff Knowledge and Skills Necessary to Implement RtI

The Frewsburg Central School District will take appropriate steps to ensure that staff has the knowledge and skills necessary to implement this response to intervention program. To ensure fidelity of implementation, professional development will be provided by the staff that are knowledgeable in the areas of early literacy, data-based decision making and progress monitoring (ex. Administration, RtI Team, literacy specialists, school psychologist, etc). The RtI committee will meet annually to discuss the effectiveness of the current plan, and will make changes as necessary. A calendar for the annual training can be seen in [Appendix J](#).

## Appendix A: Available Annual Benchmarking Tools & Schedule

	Math		ELA		
<b>Kindergarten</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Winter, Spring	<i>NWEA-ELA:</i> Winter, Spring	<i>PASI:</i> Fall, Winter, Spring	<i>Acadience:</i> Fall, Winter, Spring
<b>1<sup>st</sup> Grade</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Fall, Winter, Spring	<i>NWEA- ELA:</i> Fall, Winter, Spring	<i>PASI/PSI:</i> Fall, Winter, Spring	<i>Acadience:</i> Fall, Winter, Spring
<b>2<sup>nd</sup> Grade</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Fall, Winter, Spring	<i>NWEA- ELA:</i> Fall, Winter, Spring	<i>PSI:</i> Fall, Winter, Spring	<i>Acadience:</i> Fall, Winter, Spring
<b>3<sup>rd</sup> Grade</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Fall, Winter, Spring	<i>NWEA- ELA:</i> Fall, Winter, Spring	<i>PSI:</i> Fall, Winter, Spring	<i>Acadience:</i> Fall, Winter, Spring
<b>4<sup>th</sup> Grade</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Fall, Winter, Spring	<i>NWEA- ELA:</i> Fall, Winter, Spring	<i>PSI:</i> Fall, Winter, Spring	<i>Acadience:</i> Fall, Winter, Spring
<b>5<sup>th</sup> Grade</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Fall, Winter, Spring	<i>NWEA- ELA:</i> Fall, Winter, Spring		<i>Acadience:</i> Fall, Winter, Spring
<b>6<sup>th</sup> Grade</b>	<i>Happy Numbers:</i> September, November, March & May	<i>NWEA-Math:</i> Fall, Winter, Spring	<i>NWEA- ELA:</i> Fall, Winter, Spring		<i>Acadience:</i> Fall, Winter, Spring

## Appendix B: RTI Interventions

### Tier 1:

**Focus:** ALL students

**Interventionist:** General education teacher

**Setting:** General education classroom

**Grouping:** Variable and flexible grouping formats

**Curriculum:** Scientific, research-based reading and math instruction aligned to state standards and differentiated based on student need and ability

**Duration:** Year-long

**Length of Intervention Sessions:** Involves a minimum of 40 minutes of uninterrupted ELA and Math instruction per day

**Assessment:** Universal Screening 3 times per year (Fall, Winter, Spring) plus a combination of informal measures to inform instruction and identify students who may be at-risk for reading and/or math failure

**Progress Monitoring:** Students who are just below or a few points above the recommended benchmark score on universal screening may be progress monitored on a monthly basis

### Tier 2:

**Focus:** Students considered at-risk, as determined by universal screening, progress monitoring data and additional validated measures of student performance, will receive targeted instruction. Interpretation of this information will be the responsibility of the Data Analysis Team.

**Interventionist:** Trained, skilled and knowledgeable school personnel

**Setting:** Variable, can occur in and/or outside of general education classroom

**Grouping:** Small, homogeneous grouping based on similar instructional needs

**Curriculum:** Supplemental, research-based instruction designed to remediate skill deficits of targeted students; complements/supplements core instruction

**Duration:** Varies, based on rate of progress and performance of students; 10-30 weeks minimum

**Length of Intervention Sessions:** Minimally, 20-30 minutes, 2 to 3 times per week

Note: in addition to core instruction at Tier 1

**Assessment:** Combination of informal and formal measures to inform instruction, identify specific skill deficits relative to reading and math, and determine response to intervention

**Progress Monitoring:** At a minimum, progress monitoring should take place monthly to examine rate and level of performance for the purpose of determining student response to supplemental instruction/intervention

### Tier 3:

**Focus:** Students considered at-risk, as determined by universal screening, progress monitoring, and/or validated measures of student performance will receive targeted instruction. Interpretation of this information will be the responsibility of the Data Analysis Team.

**Interventionist:** Highly trained, skilled and knowledgeable school personnel

**Setting:** Most often takes place outside of general education classroom

**Grouping:** Small, homogeneous grouping (1:1 – 1:3)

**Curriculum:** Supplemental, customized, intensive, systematic, research-based instruction that targets reading and math areas of greatest need; complements/supplements core instruction

**Duration:** Varies, a minimum of 6-10 weeks

**Length of Instructional Sessions:** Varies depending on student need, minimum of 2 days per week

Note: in addition to core instruction at Tier 1 and Tier 2

**Assessment:** Combination of informal and formal measures to inform instruction, identify specific skill deficits relative to reading and/or math and to determine response to intervention

**Progress Monitoring:** Minimally, twice a month to examine rate and level of performance for the purpose of determining student response to supplemental instruction/intervention

## **Behavioral Support and Interventions**

Behavioral supports and interventions at Frewsburg CSD begin with classroom behavior management plans that reflect an approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.

All programs and materials used in FCS settings will align with P-12 Next Generation Learning standards for New York State and will be scientific and research based for use in general education classrooms.

## Appendix C: Research-Based & Evidence-Based Intervention Tools

<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>● SAVVAS My View / My Perspective</li> <li>● SAVVAS Foundations</li> <li>● Envision Mathematics</li> <li>● IXL</li> <li>● Happy Numbers</li> <li>● Ready NY</li> </ul>	<ul style="list-style-type: none"> <li>● UFLI</li> <li>● PASI/PSI skill groups</li> <li>● IXL</li> <li>● Ready NY</li> <li>● Lexia</li> </ul>	<ul style="list-style-type: none"> <li>● Orton-Gillingham</li> <li>● Lindamood Phoneme Sequencing (LiPS)</li> <li>● Visualizing and Verbalizing (Lindmamood-Bell)</li> <li>● Ready NY</li> </ul>

## Appendix D: DAT Meeting Schedule – 2025-2026

### Quarterly Meetings – RtI Meetings

#### Kindergarten/First Grade

September 18<sup>th</sup> @ 12:00 pm

December 3<sup>rd</sup> @ 12:00 pm

February 25<sup>th</sup> @ 12:00 pm

June 2<sup>nd</sup> @ 12:00 pm

#### Second/Third Grade

September 24<sup>th</sup> @ 12:00 pm

December 5<sup>th</sup> @ 12:00 pm

February 27<sup>th</sup> @ 12:00 pm

June 4<sup>th</sup> @ 12:00 pm

#### Fourth Grade

September 24<sup>th</sup> @ 8:30 am

December 5<sup>th</sup> @ 8:30 am

February 27<sup>th</sup> @ 8:30 am

June 4<sup>th</sup> @ 8:30am

#### Fifth/Sixth Grade

October 1<sup>st</sup> @ 8:30 am

December 10<sup>th</sup> @ 8:30am

March 3<sup>rd</sup> @ 8:30 am

June 10<sup>th</sup> @ 8:30 am

## Appendix E: Quarterly Student Intervention Plan

Shared Documents within Shared DAT Team Drive - Maintained by All Providers and Building Administration

## Appendix F: Parent Letter – Intervention Report (Sample)

[Date]

Dear Parent(s)/Guardian(s) of [Student's Name],

We are writing to inform you that your child, [Student's Name], has been identified to receive Academic Intervention Services (AIS) at Robert H. Jackson Elementary School based on their recent performance in Math and/or English Language Arts.

### Why Your Child is Receiving AIS:

After reviewing your child's performance on the following assessment(s) and/or classroom data, we have determined that additional support will be beneficial to help them meet New York State standards in the following Area(s):

	<input type="checkbox"/> Mathematics	<input type="checkbox"/> English Language Arts
New York State Assessment Scores		
NWEA Diagnostic Benchmarking		
Secondary Measure		

### What Services Will Be Provided:

Academic Intervention Services will include:

- **Type of Support:** Small-group instruction, one-on-one tutoring, in-class support, etc.
- **Frequency:** [Number of sessions per week]

### Monitoring Progress:

We will regularly monitor your child's progress through:

- **Classroom assessments**
- **Teacher observations**
- **State and local assessments**

You will be informed of your child's progress throughout the year. Additionally, we encourage you to contact your child's teacher if you have any concerns or would like to discuss your child's progress in greater detail.

### How You Can Support Your Child at Home:

There are several ways you can help your child continue to improve:

- **Suggestion 1: Set a regular homework routine**
- **Suggestion 2: Encourage daily reading for pleasure**
- **Suggestion 3: Provide a quiet place for study time**

If you have any questions about the AIS services or would like to schedule a meeting to discuss your child's plan, please feel free to contact me at 716-569-7031. We look forward to working together to ensure your student reaches their full potential. Thank you for your support and partnership in your student's education.

Sincerely,

Mrs. Sarah Olson, RHJ Principal

## Appendix G: RHJ Intervention Schedule

Grade Level	Intervention Block Time
Kindergarten	9:15 - 10:20
1st	9:15 - 10:20
2nd	1:35 - 2:40
3rd	1:35 - 2:40
4th	12:50 - 1:20
5th	12:10 - 12:40
6th	11:35 - 12:05

## Appendix H: Related Services Screening Tools

<p><b>School Psychologist Screening Tools</b></p>	<p><u>Wechsler Abbreviated Test of Intelligence -II (WASI-II)</u> This is an instrument used to estimate a child's overall ability level in order to determine what the child's expected rate of learning should be.</p> <p><u>The Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ-IV)</u> provides specific information about achievement (current educational levels) in Reading, Writing, Math, etc. and often helps us understand how to help children learn better.</p> <p><u>The Behavior Assessment System for Children-3 (BASC-3)</u> is a comprehensive series of rating scales designed to be completed by parents, teachers, and sometimes students themselves to get more information about how a student behaves in the school, home, and community.</p> <p><u>Functional Analysis Screening Tool (FAST)</u> is a screening tool used to identify factors that may influence problem behaviors. It is in questionnaire format and is completed by individuals who interact with the client frequently.</p>
<p><b>Occupational Therapist Screening Tools</b></p>	<p><u>The Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI)</u> is a developmental sequence of geometric forms to be copied with paper and pencil. The Short Form of this test is used as a screening tool to assess the extent to which individual can integrate their visual and motor abilities.</p> <p><u>The Bruninks-Oseretsky Test of Motor Proficiency-2 (BOT-2) Short Form</u> is an individually administered screening tool that uses engaging, goal-directed activities to measure a wide array of fine and gross motor skills.</p>
<p><b>Speech &amp; Language Therapist Screening Tools</b></p>	<p><u>The Clinical Evaluation of Language Fundamentals-5 Screening Tool (CELF-5)</u> is used to assess difficulty pronouncing certain sounds correctly, difficulty with expression, grammar or vocabulary difficulty following directions or understanding.</p> <p><u>Pre-School Language Scales -5 Screening Tool (PLS-5)</u> a comprehensive developmental language assessment, with items that range from pre-verbal, interaction-based skills to emerging language to early literacy. This interactive, play-based assessment provides a comprehensive, reliable, and trusted information about language skills for children birth through age 7.</p>

\*Permission must be granted from the student's parent in order to complete these screenings (see permission slip).

## Appendix J: Important Dates

<b>Elementary School Benchmarking Windows 2025-2026</b>	
Benchmark # 1	September 4 – 19
Benchmark # 2	January 12 - 23
Benchmark # 3	May 18-29

<b>Elementary School Marking Period Dates 2025-2026</b>	
Marking Period 1	September 2 - October 31
Marking Period 2	November 1 - January 23
Marking Period 3	January 24 - April 2
Marking Period 4	April 3 - June 25

<b>Professional Development Schedule</b>	
Superintendent Conference Day	August 27, 2025
Superintendent Conference Day	August 28, 2025
Superintendent Conference Day	November 10, 2025
Superintendent Conference Day	January 26, 2026

<b>2025-2026</b>	
<b>Grade Level Chair Meeting Schedule</b>	<b>Faculty Meeting Schedule</b>
	August 27
October 1	October 6
October 29	November 3
December 3	December 8
January 7	January 12
January 28	February 2
February 25	March 2
March 25	March 31
April 29	May 4
May 27	June 1