

Scarsdale Union Free School District



Response To Intervention Plan

Response to Intervention Plan

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SECTION 1: INTRODUCTION

Response to Intervention (RTI) functions as a significant educational strategy or framework designed to identify students who may be at-risk in their academic performance. The overall purpose of RTI in the Scarsdale Union Free School District is to provide those students who are struggling to meet the demands of the curricula in English Language Arts (ELA) and mathematics with interventions targeted to their learning needs. The District's Response to Intervention Plan does not affect a parent's right to refer their child to the Committee on Special Education if they feel there is a disabling condition.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-tiered prevention system to facilitate student achievement. With RTI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. ([NCRTI, 2010](#)).

Legislative Background and Regulatory Requirements

In September, 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that require schools to establish an RTI policy and procedures for students in the elementary grades in the area of literacy and mathematics. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations, it set forth minimum requirements for using the RTI process to determine a student's response to research-based intervention.

- Based on NY State regulations, the RTI framework 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.
 - **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
 - **Repeated assessments** of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
 - The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services, and the

decision to make a referral for special education programs and/or services.

- **Written notification to parents** when the student requires an intervention beyond that provided to all students in the general education classroom, providing information about:
 - services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - the parents' right to request an evaluation for special education programs and/or services.
- Procedurally, the regulations require districts to:
 - Establish a plan and policies for implementing school-wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach.
 - Establish criteria for determining the levels of intervention to be provided to students.
 - Identify types of interventions.
 - Identify the amount and nature of student performance data to be collected.
 - Identify the manner and frequency for progress monitoring.
 - Implement an RTI program and take appropriate steps to ensure that staff has the knowledge and skills necessary to implement an RTI program, and that such program is implemented consistent with the specific structure and components of the model.
 - Establish criteria to determine whether the nature of a student's difficulties in reading or mathematics at the elementary level is the result of learning disabilities (LD).

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

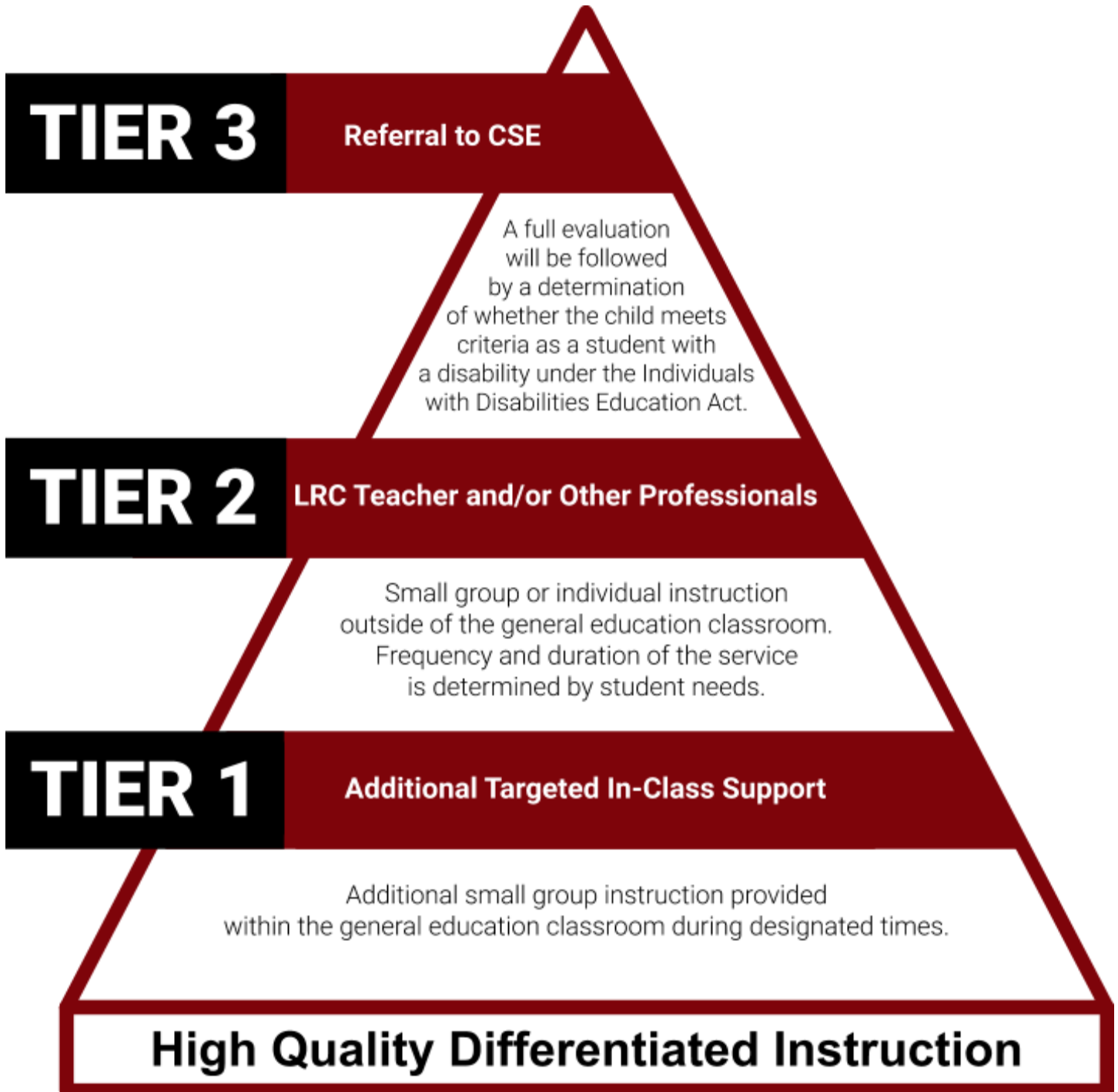
Students with low test scores must be monitored periodically through screenings and ongoing assessments of the student's reading and mathematics abilities and skills.

If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.

School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the students in the general education classroom.

SECTION 2: RTI AS A MULTI-TIERED INTERVENTION FRAMEWORK

RTI serves as a multi-tiered intervention framework with increasing levels or tiers of instructional support. Using Scarsdale's Local Effort Service model, a three-tiered framework has been designed. The graphic presented below provides a visual illustration of the District's RTI model. It is important to note that the instruction a child receives in RTI is supplemental in nature. That is, the instruction is in addition to, and not in place of, core instruction that students receive in the classroom. Further information for each tier follows the graphic



Differentiated Classroom Instruction

All students learn in different ways and at different rates. Every classroom has a diverse group of learners who require different instruction and support in order to progress. Even in a classroom where no students access the additional supports described in this handbook, teachers must assess and adjust instruction to meet the needs of the learners in their room. In addition to the natural learning styles and general abilities of students, every student will encounter subjects or concepts which they may find are inherently more difficult to master, and no two students will have the same experience. Therefore, differentiation must be at the core of how we serve students.

What is Differentiation?

Differentiation is the practice of adjusting the content, instruction, and products in a class to best meet the needs of the learner. More simply put, differentiation is adjusting students' experience based on what we know about them. Differentiation is the core of high quality instruction in Scarsdale.

Differentiation of Content: Looking at the curriculum for a grade and adjusting the concepts, information, or skills the students are responsible for according to their readiness.

Differentiation of Instruction: Looking at the activities, instructional modalities, timing, and grouping used for instruction in light of the students' learning profiles.

Differentiation of Product: Looking at how a student demonstrates understanding of content, and fitting it to the skills, abilities, and readiness of the child.

Tier 1

Tier 1 is considered the primary level of intervention in Scarsdale Schools and includes differentiated instruction provided to all students. It also includes targeted instruction for those students evidencing signs of academic struggle. Students needing assistance receive additional instruction in specific areas during designated times of the day (i.e.the CCT window - time set aside for Critical and Creative Thinking activities).

- Eligibility for Tier 1 support services: Students defined as being “at-risk.” This includes those who show an ongoing need for supplemental support in basic academic skill areas.
 - Supplemental instruction is provided in addition to, and not in place of, the core instruction that all students receive in the classroom. The process begins with the screening of students.
- Criteria for Screening “at-risk students”:
 - Students who receive a score below the State-identified Academic Intervention Services (AIS) cut score on State ELA or mathematics assessments.
 - Students who do not meet grade benchmarks on the Fountas and Pinnell Benchmark Assessment may be “at-risk.”
 - Students who have taken the Star Assessment (the universal screening tool that Scarsdale uses) and received a score below the 40th percentile may also be “at-risk.”
 - Students who have a history of receiving support services.
 - Teacher identification through performance on in-class assessments.
- Process for Identifying students requiring Tier 1 supplemental services:
 - Teacher reviews screening information and other data.
 - Teacher identifies those students requiring ongoing supplemental support.
 - Teacher records targeted area(s) of need on the RTI Tier 1 Student Intervention Plan.
 - Teacher formally identifies a start date for Tier 1 with the building principal or designee.
 - Parent receives verbal notification of student’s entry into Tier 1 services.
- Program design for supplemental instruction in the general education classroom:
 - During the CCT time period or at another point in the day, eligible students are to be engaged in activities designed to remediate targeted needs.
 - Teachers are to document the intervention strategy used on the RTI Tier 1 Student Intervention Plan.
 - Instruction may be provided in a group format or individually.
 - Sessions are to be 20-30 minutes in duration.
 - There should be a minimum of three sessions in the 6-day cycle.

- Instruction may include the use of teacher-made or commercially produced material, as well as available computer-based programs.
- Data on student performance is collected weekly and noted on the RTI Tier 1 Student Intervention Plan. The data should be considered when designing further instruction.
- The classroom teacher may wish to consult with other faculty members to help formulate alternative intervention strategies or materials.
- Student achievement and progress is reviewed weekly.
- After six to eight weeks of support services, the teacher evaluates the overall effectiveness of the interventions used and determines next steps in consultation with administrators.
- Effectiveness of intervention may be determined by the administration of a test, (e.g., Fountas and Pinnell Benchmark Assessment, teacher-made tests) review of classwork, portfolio assessment, etc.
- Services may be discontinued if the student has met stated targeted needs and is achieving satisfactorily.
- Services may be continued for another six to eight week cycle, if students continue to require support.
- Students may be referred for Tier 2 services if the teacher believes a more intensive program is required.
- Students who have received two or more cycles of Tier 1 support services should be referred to the Child Study Team to assess if Tier 2 services are warranted.
- Parents should be advised of students' progress through regularly scheduled Parent-Teacher meetings and on report cards.

Tier 2

Within Scarsdale Schools, Tier 2 intervention includes small group or individual supplemental instruction provided by the Learning Resource Teacher or other designated professional. The services are offered to students outside of the general education classroom. As in Tier 1, supplemental instruction is provided in addition to, and not in place of, the core instruction that all students receive in the classroom.

The supplemental Instruction/intervention provided at this tier is designed to address the needs or weaknesses of the student relative to the curricula demands in reading, writing and/or mathematics. Students requiring Tier 2 services are those who, based on data collected and teachers' analyses, have not made adequate progress in Tier 1 and continue to require supplemental instruction.

Because Tier 2 intervention is a service that is beyond what is provided to all students in the general education classroom, additional steps are required to confirm eligibility. Before commencing Tier 2 services, a review by the school's child/pupil study team (CST/PST) is necessary. Parent notification and consent are also required.

- Child/Pupil Study Team (CST/PST) review:
 - The classroom teacher shall complete the RTI Tier 2 Referral Form and request a CST/PST meeting to discuss the "at-risk" student.
 - The teacher shall present the RTI Tier 1 Student Intervention Plan and discuss the student's progress to date.
 - The CST/PST shall determine the student's eligibility for Tier 2 services, or whether the student shall be continued on Tier 1 for another 6-8 week period.
 - The CST/PST shall document its recommendation through the District's online student information system.
 - The CST/PST may refer the student to the Committee on Special Education (CSE) at any time. Students who have received a total of 32 weeks of Tier 2 intervention and continue to require intervention shall be referred to the CSE for an initial evaluation.
 - Students who are found ineligible for disability classification under the CSE, but continue to have difficulty with in-class curricula, may continue to receive Tier 2 services. These students will continue to be assessed by the CST/PST every 6-8 weeks to determine if the interventions continue to be appropriate.

- Criteria for Tier 2 Services
 - Students who show persistent delay(s) after a minimum of 6-8 weeks of Tier 1 intervention as indicated on the RTI Tier 1 Student Intervention Plan.
 - Students who received two cycles of Tier 1 services in the same academic year and continue to demonstrate delay(s).
 - Students who are not meeting curriculum demands (in reading, writing and/or

mathematics) as reflected on report cards, and have received Tier 1 services.

- The CST/PST concludes that more intensive services are required.

- Services Plan

- The CST/PST outlines the frequency and duration of services. Services may be provided up to four times in the six-day cycle for 30-40 minute periods.
- The CST/PST identifies the LRC teacher responsible for implementing Tier 2 services.
- Tier 2 services will be provided for 6-8 weeks, after which the CST/PST will determine if the child's services shall be terminated or continued for another cycle.

- Parent Notification

- The school's principal (or designee) shall notify the parent in writing of the child's need and eligibility for Tier 2 intervention services.
- The notice shall inform the parent of the professional who will be providing the services, the frequency and duration of the service, and where the sessions will occur (i.e., the LRC room).
- The parent will be asked for written consent to implement the plan.

Tier 3

Referral to the Committee on Special Education (CSE)

- Teachers and other school personnel may make a referral to the CSE, without moving through the RTI process, if the student's difficulties do not appear to be the result of a learning disability (i.e., Emotional Disability, Intellectual Disability, Speech/Language Impairment, Physical Disability, etc.).
- Students previously identified by the District or by another district may be referred to the CSE by school personnel for an evaluation.
- Students who have been provided Tier 2 and services and continue to need intervention may be referred to the CSE for an evaluation.
- Students who have received a total of 32 weeks of Tier 2 intervention and continue to require intervention shall be referred to the CSE for an initial evaluation.
- RTI does not affect a parent's right to request a CSE evaluation at any time.

Learning Disability Defined

- Learning disabilities refers to "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations...." (34 CFR Sec. 300.8 (c)(10)).

Learning Disability Determination

- Effective on and after July 1, 2012, a school district must have an RTI process in place, as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in core academic areas.

SECTION 3: PARENT NOTIFICATION

In Scarsdale, parents are notified when their child requires Tier 2 services or when they are referred to the Committee on Special Education ([RTI Parent Notification Letter](#)).

- Notification is provided via letter and shall indicate:
 - The nature of the intervention their child will be receiving
 - The frequency of intervention
 - The professional responsible for the intervention
- Parents will also be informed of their right to request an initial evaluation for special education programs and services.
 - A request for an evaluation shall be made in writing.
 - The request shall be submitted to a school official or directly to the Committee on Special Education.

SECTION 4: PROFESSIONAL DEVELOPMENT

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

The Scarsdale Public Schools provides elementary school teachers with ongoing training in the teaching of reading, writing, and mathematics. Such training is coordinated by the Assistant Superintendent for Curriculum, Instruction, and Assessment and reflects the needs of the teachers in each building. In some cases, staff training may be provided by professional organizations (i.e., Columbia University, Fountas and Pinnell, etc.) or by the District’s Curriculum Coordinators. Teachers may also receive training by attending courses offered by the Scarsdale Teachers Institute or by attending professional conferences and seminars.

RTI Forms

RTI Tier 1 Overview

Have a student '*at risk*' who is in need of supplemental instruction ?

- o Assess the targeted area(s) of concern using formal or informal assessment(s): (STAR, F&P, locally developed, chapter/unit tests, teacher made, portfolio, classwork etc.)
- o Teacher completes RTI Tier 1 Screening Form
- o Teacher meets with principal to initiate RTI Level 1
- o Teacher notifies parent
- o Teacher develops intervention plan and files copy of screening form and intervention plan with principal

Provide targeted supplemental instruction

- ✓ Additional direct instruction
- ✓ In addition to, and not in place of, regular program
- ✓ At least 3 times in the six-day cycle,
- ✓ For 20-30 minutes each session
- ✓ For a period of six to eight weeks,
- ✓ Individually or group
- o At least once a week, document intervention strategies and student performance on the Tier 1 Student Intervention Plan.
 - ✓ Data should be considered when designing further instruction.

- o Reassess the targeted area(s) of concern after a six to eight week period of interventions, Using: Formal or informal assessment(s) (Star, F&P, locally developed, chapter/unit tests, teacher made, portfolio, classwork etc.)
- o Document this information on the Student Intervention Plan.

Intervention Successful!

- o Contact parents

Some Success

- o Repeat Tier 1
- o Contact parents

Needs more intensive interventions

- o Refer to CST for Tier 2
- o Contact parents

RTI TIER 1 REFERRAL FORM
 (To be completed for students being referred for Tier 1 intervention)

Student Name:	School:	Today's Date:	
Teacher Name:	Grade:	Student D.O.B:	
Attendance: Number of absences for this year. _____			
Does student attend school regularly? _____ If attendance is irregular, do you know the reason?			
Areas of concern (please check all that apply)			
<u>Language Arts</u> <input type="checkbox"/> Decoding <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression <input type="checkbox"/> Writing Mechanics	<u>Mathematics</u> <input type="checkbox"/> Computation <input type="checkbox"/> Problem Solving <input type="checkbox"/> Number Sense	
Additional Concerns (please describe)			
<input type="checkbox"/> Social/Emotional/Behavioral <input type="checkbox"/> Language (receptive/expressive) <input type="checkbox"/> Motor Skills <input type="checkbox"/> Other:	Describe:		
Student's Strengths:			
Test Scores for Current Year	<u>Reading:</u> NYS ELA _____ STAR _____ F&P _____	<u>Math:</u> NYS Math Test _____ STAR _____	<u>Writing:</u> *** Writing Sample***

RTI TIER 1 REFERRAL FORM
(To be completed for students being referred for Tier 1 intervention)

Current Supports: ___ Counseling ___ ENL ___ Physical Therapy
 ___ 504 Accommodations ___ Occupational Therapy
 ___ Speech/Language Therapy ___ Aide ___ Other:

Additional Information:

Is the student from a bilingual home? ___yes ___no
Does the report card reflect difficulty in the area of concern? ___yes ___no
Have current concerns been discussed with the parent? ___yes ___no
Has the child experienced a family crisis in the past six months? ___yes ___no (if yes, please describe)

Does the student receive services outside of school? ___No ___ Don't Know ___Yes (if yes, please describe)

Known Health Concerns:

Is the student on medication? ___yes ___no For what reason? (allergies, ADHD, diabetes, etc.)

Any other health concerns?

Does the student use: ___glasses ___hearing aids ___other:

Tier 1 Intervention Recommended:

_____ Yes _____ No

Date of Review: _____

Principal's Initials: _____

*****A Writing sample must be included with the Tier 1 referral.*****

**SCARSDALE PUBLIC SCHOOLS
Tier 1 Student Intervention Plan**

Student Name:	Grade:	Date Parent Notified:
Teacher Name:	Date:	

Targeted Area:

Intervention Strategy Used	Time Period	Student Performance Data
	Week 1	
	Week 2	
	Week 3	
	Week 4	
	Week 5	
	Week 6	
	Week 7	
	Week 8	

Assessment of Targeted Intervention (After 6-8 weeks)	Date of Assessment:	Type of Assessment: (formal or informal)	Results:
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Teacher Recommendation:	Intervention successful / discontinue _____	*A child who received two cycles of Tier 1 service must be referred to CST/PST
	Continue Tier 1 _____ *Projected date of next Tier 1 Review _____	
	Refer to CST/PST _____ (complete RTI Tier 2 Referral Form)	

RTI TIER 2 REFERRAL FORM
 (To be completed for students being referred for Tier 2 intervention)

Student Name:	School:	Today's Date:
Teacher Name:	Grade:	Student D.O.B:
Name and Address of Parent/Guardian:		
Reason for Referral:		
Attendance: Number of absences for this year. _____		
Does student attend school regularly? _____ If attendance is irregular, do you know the reason?		
Areas of concern (please check all that apply)		
<u>Language Arts</u> ___ Phonemic Awareness ___ Letter/Sound Relationships ___ Sight Word Vocabulary ___ Reading Comprehension ___ Reading Fluency ___ Written Expression ___ Writing Mechanics ___ Writing Conventions ___ Other (please describe) _____	<u>Mathematics</u> ___ Basic Math Facts ___ Computation ___ Problem Solving ___ Word Problems ___ Number Sense ___ Measurement ___ Graphs ___ Time/Money ___ Other (please describe) _____	
Additional Concerns (please describe)		
___ Social/Emotional/Behavioral _____		
___ Language (receptive/expressive) _____		
___ Motor Skills _____		
___ Other _____		

RTI TIER 2 REFERRAL FORM
 (To be completed for students being referred for Tier 2 intervention)

Student's Strengths:

Test Scores for Current Year	<u>Reading:</u> NYS ELA _____ F&P _____ STAR _____	<u>Math:</u> NYS Test _____ STAR _____	<u>Writing:</u> Include Writing Sample	Known Health Concerns: Is the student on medication? ___yes ___no For what reason? (allergies, ADHD, diabetes, etc.) Any other health concerns? _____ _____ Does the student use: ___glasses ___hearing aids ___other
Test Scores for Last Year	<u>Reading:</u> NYS ELA _____ F&P _____ STAR _____	<u>Math:</u> NYS Test _____ STAR _____	<u>Writing:</u> Include Writing Sample	

Current Supports: ___ Small Group Instruction ___ Individual Instruction ___ Counseling ___ ENL
 ___ 504 Accommodations ___ Occupational Therapy ___ Physical Therapy
 ___ Speech/Language Therapy ___ Aide ___ Other:

Additional Information:

Is the student from a bilingual home? ___yes ___no
 Does the report card reflect difficulty in the area of concern? ___yes ___no
 Have current concerns been discussed with the parent? ___yes ___no
 Has the child experienced a family crisis in the past six months? ___yes ___no (if yes, please describe)

Does the student receive services outside of school? ___No ___ Don't Know ___Yes (if yes, please describe)

Work samples and other supporting documentation should be brought to the CST/PST for discussion

CST/PST Tier 2 Initial Review Form
(To be completed for students being referred for Tier 2 intervention)

Child's Name: _____ Teacher: _____

Date of CST/PST meeting: _____

Members of the CST/PST: _____

Criteria for Tier 2 Eligibility

After 6-8 weeks of Tier 1, the student demonstrates a lack of progress as indicated on the **Student Intervention Plan**
and (please check all that apply)

- ELA score of 2 or below
- Standardized test scores at or below 40%ile
- F&P BAS remains below benchmark
- Continues to demonstrate poor classroom performance (observed over a period of time)
- Classroom assessments continue to indicate delay (observed over a period of time)
- Other: _____

Recommendation:

Continue Tier 1 Intervention _____ Anticipated date of follow up review (generally within 6 to 8 weeks): _____

Tier 2 Intervention _____ Frequency of Service _____ Duration of Sessions _____ Provider: _____

Anticipated date of Tier 2 review (generally within 6 to 8 weeks after initiation of services): _____

Rationale for CST/PST decision: _____

Targeted Area(s): _____

Date of parent notification: _____ Parent consent received? _____yes _____ no Date of receipt: _____

**SCARSDALE PUBLIC SCHOOLS
Tier 2 Student Intervention Plan**

Student Name:	Grade:	Frequency of Service:
Teacher's Name:	Start Date of Intervention	Duration of Each Session:

Targeted Area:

Intervention Strategy Used	Time Period	Student Performance Data
	Week 1	
	Week 2	
	Week 3	
	Week 4	
	Week 5	
	Week 6	
	Week 7	
	Week 8	

Assessment of Targeted Intervention (After 6-8 weeks)	Date of Assessment:	Type of Assessment: (formal or informal)	Results:
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<p><u>Tier 2 Review:</u></p> <p>Intervention successful / discontinue _____</p> <p>Continue Tier 2 _____ *Projected date of next Tier 2 Review _____</p> <p>Refer to CST/PST _____</p>	<p>*A child may receive no more than 32 weeks of intervention without being referred to the CSE for an evaluation.</p>
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914-721-2400

RTI Parent Notification Letter and Consent

Dear Parents,

The Scarsdale School District strives to provide the highest quality education to all of its students. As children develop and acquire critical skills needed to meet curricula demands, some students may occasionally require additional assistance. Based upon consultation with your child's teacher and a review of formal and informal assessments, **STUDENT'S NAME**, has been scheduled to receive support in the Learning Resource Center for help in **TARGETED AREA(S)**.

Mr./Ms./Mrs. (**Name of Provider**) will be working with your child _____ times in the six-day cycle with each session being _____ minutes in length. Progress will be monitored and reviewed every six to eight weeks and you will be informed accordingly. You will also be informed if and when changes to the plan are recommended.

If you consent to the services described, please sign and return the bottom portion of this letter to me.

At any time, you may request the Committee on Special Education (CSE) conduct an initial evaluation to determine your child's needs and eligibility for special education programs and services. This request must be made in writing and may be submitted to the Principal, or sent to the CSE, 2 Brewster Road, Scarsdale, NY 10583. For more information, you may speak with the school psychologist in your building, or with me.

Thank you for your cooperation.

Sincerely,

Eric Rauschenbach
Director of Special Education
(914) 721-2445

Please return this form as soon as possible

Child's Name _____ Date : _____

_____ Yes, I accept the support described above for my child.

_____ No, at this time I wish to decline the services described above.