

GARRISON UNION FREE SCHOOL DISTRICT BOARD OF EDUCATION
DISTRICT CLERK
SUPERINTENDENT OF SCHOOLS

SUPV. BLDNGS/GROUNDS & TRANSPORTATION
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SCHOOL PRINCIPAL

SCHOOL BUSINESS ADMINISTRATOR

BUS COMPANY	BUS DRIVERS & CUSTODIANS	PURCHASING CLERK	PAYROLL/ACCOUNT CLERK	SCHOOL TAX COLLECTION
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CSE CHAIR

TEACHERS PSYCHOLOGIST GUID. COUNSELOR SOC. WORKER NURSE TEACHER AIDES
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VOLUNTEERS
PTA GCEF ECO PARENTS HHLT GARDEN CLUB

Board of Education	School Administration	Garrison Teachers' Association (GTA)	Garrison Children's Education Fund (GCEF)	Parent Teacher Association (PTA)
<p>7 Elected Members Education Policy Finance Personnel</p> <p>Board Committees</p> <p>Athletics Audit Communications Finance Facilities Policy</p> <p>School Committees</p> <p>Education Environmental Education (incl. School Forest) Safety & Health School Calendar</p> <p>Task Forces</p> <p>Arts In Education Middle School High School Transportation</p>	<p>Superintendent Responsible for District Operations Reports to NY State Ed. Dept.</p> <p>Principal Responsible for the Operation of the School</p> <p>School Business Administrator School Finance Responsibilities</p> <p>Supv. of Buildings Grounds and Transportation</p> <p>Maintenance Construction Transportation Services</p>	<p>Executive Board Faculty & Staff Member of NYSUT</p> <p>Represents Teachers and Staff</p> <p>Forum to inform and discuss educational issues</p> <p>Organizes Teacher Participation in BOE Committees</p> <p>Sponsors Charitable Causes</p>	<p>5 Officers, 4 Trustees Parents and Community Members</p> <p>Raise funds, Disperse Funds</p> <p>3 Fund Raising Events per Year</p> <p>PROGRAMS</p> <p>Challenger Learning Center Constitution Center Wild Eagles Healthy Cooking Howe Canverns Hudson Valley Shakespeare Norwalk Aquarium Clearwater Sloop Garrison Art Cneter Arabic On Camera Donor Directed Support Other</p>	<p>5 Elected Officers / 1 Teacher Rep Parents Community Members</p> <p>Raise funds, Disperse Funds, Volunteers</p> <p>COMMUNICATIONS</p> <p>Community: Respect Self & Others Strengthen Family</p> <p>FUNDRAISING</p> <p>Hot Lunch Donations Book Fair</p> <p>PROGRAMS</p> <p>Assemblies PARP Reading Week MAD Scientist Science Fair Field Day School Directory & Other</p>

GARRISON UNION FREE SCHOOL

Main office: 424-3689 Fax: 424-4733 Website: www.gufs.org

ADMINISTRATION

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Secretary to Principal ... cmariani@gufs.org

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Driver

Randolph Hart
Cleaner

Jeffrey Nobile
Cleaner

Amanda Walsh
Cleaner/Cafeteria Aide/Driver

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Guidance Counselor ... mwilliams@gufs.org

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Danielle LaClerc..... x 240
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SCHOOL CLOSINGS & DELAYS

Go to www.gufs.org or call 424-3689 x530

Or tune into WLNA-HUD 1420 AM/100.7 FM or WSPK-WBNR 1260 AM/104.7 FM

DISTRICT ZIP CODES

Garrison 10524 Putnam Valley 10579 Cold Spring 10516

DISTRICT HIGH SCHOOLS

Haldane 265-9254 O'Neill 446-4914

Thank you, Garrison School Parents, Friends, and Neighbors, for your continued support.

GUFS PTA, an independent not-for-profit association, supports:

- Student Directory publication
- Welcome Back/special events
- Playground upgrades
- After-school programs
- Teacher mini-grants program
- High School Scholarships
- Science Fair Week
- PARP Reading Week
- Field Day

Annual Support: \$25,000

Donors' Private Grant funds support:

- School Forest activities
- Environmental Ed program
- 8th Grade Graduation Award
bonds (Ambulance Corps,
Garrison PTA, Garrison Teachers'
Association, Mabel White
Memorial Award/Ladies Auxiliary
of the Garrison Volunteer Fire
Company, Eileen Rohan
Sportsmanship, James & Peg
Guinan, John Marcinak,
Desmond-Fish Library Writing
Award)

Annual Support: \$17,600

Garrison Children's Education Fund, a private foundation, supports:

- Ted Scheu Poetry Workshops, K-5
- Challenger Learning Center trip, 6
- Constitution Center trip, 8
- Wild Eagles, 4
- Healthy Cooking, 7-8
- Howe Caverns trip, 4
- Hudson Valley Shakespeare, 8
- HV Shakespeare, teacher
- Jazz Ensemble, 6-8
- Living History, 4 and 8
- Norwalk Aquarium trip, 5
- Constitution Marsh trip, K-8
- Clearwater Sloop trip, 5
- Garrison Art Center visits, K-8
- SAT Review Course, High School
- O'Neill Play, High School
- Musical Theory, Middle School
- David's Garden
- Environmental Learning, teachers
- Arabic elective, 7-8
- Journalism elective, 7-8
- On Camera elective, 6-8
- SmartBoard Certification, teachers
- Percussion Ensemble, 6-8
- Internet Awareness, K-8 &
parents
- Donor Directed Support: Art,
Library, Music, Physical Education,
Principal's Fund, Technology

Annual Support: \$30,000

NEW YORK STATE REGULATIONS

REGARDING RTI

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RtI:

1. Defines RtI to minimally 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 the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

[8 NYCRR section 100.2(ii)]

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral 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. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
 - criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** "Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading."

[8 NYCRR section 200.4(j)]

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

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematic 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 general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

The implementation of well-developed and high quality RtI programs takes time, planning and professional development. School districts should be taking steps now to develop such programs in order to position themselves to improve results for students and to meet the learning disability (LD) determination criteria by 2012.

NYSED will be issuing additional guidance on RtI and plans to establish a NYS Technical Assistance Center on RtI (RtI-TAC) to assist school districts in their development of such programs. In addition, NYSED will be providing start-up funding to approximately 14 schools to establish model RtI programs throughout the State. Additional information on the RtI-TAC and district grants will be forthcoming in future memoranda and will be posted on the VESID website at <http://www.vesid.nysed.gov/specialed/timely.htm>. The U.S. Department of Education has funded a National Technical Assistance Center on RtI. NYSED will be working closely with this Center to support NYS school districts as they develop and implement high quality RtI programs. Resources relating to RtI can be accessed at www.rti4success.org.

To ensure dissemination to appropriate individuals within a school district, we ask Superintendents to please share this memorandum with other individuals such as Assistant Superintendents for Curriculum and Instruction, Building Principals, Directors of Special Education, School Psychologists, Committee on Special Education Chairpersons, Guidance Counselors and Directors of Pupil Personnel.

Questions regarding this memorandum can be directed to the Office of Special Education at 518-486-7462 or 518-473-2878 and to the Office of Curriculum and Instructional Support at 518-474-8892.

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