

THE FRIDAY NOTES

Lloyd Harbor School • March 1, 2013

Monday 3/4	Student Council Meeting – 8AM Cafe
Tuesday 3/5	
Wednesday 3/6	
Thursday 3/7	Lincoln Center Program – Grade 2
Friday 3/8	NOON Dismissal – Parent/Teacher Conferences NYSSMA Levels I-IV (Saturday, too)

FROM THE SCHOOL

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**** DISMISSAL & PM PROCEDURES - AFTERNOON ACTIVITIES ****

All students attending an after-school activity will be picked up at the back circle. This includes play practice. Please follow the traffic pattern of the PM dismissal (reverse traffic flow). As always, the safety of our children is paramount. Children are not permitted to cross between cars or through the parking lots.

Our greeter will not be available to answer the front door bell past 4PM. Students who attend early morning activities (band,, orchestra, etc.) may not enter the building prior to 7:30AM.

BOARD OF EDUCATION

The next regular Board of Education meeting will be held on **Tuesday, March 12th** at 8PM at the DO.

ICE SKATING

The last two sessions of ice skating will be next week, Tuesday, March 5th for the 5th graders and Thursday, March 7th for 6th graders. The **March 12th session has been cancelled** because the ice rink will be closed down. Intramurals will begin again at Lloyd Harbor School on Tuesday, April 2nd.

ORCHESTRA

Orchestra and lessons will continue on Wednesday, March 6, 2013.

BAND REHEARSALS

Just a reminder that attendance at early morning band rehearsals is a requirement for participation in the Spring Concert in May. Rehearsals begin promptly at 8AM in the Band Room. 6th grade band rehearses on Tuesday mornings and 5th grade band rehearses on Thursday and Friday mornings.

FROM THE NURSE

Parents of all 3rd graders, please submit physicals and dental clearances from this academic year (9/12 through 9/13). Parents of all 5th graders, please submit physicals with updated immunization records from this academic year (9/12 thru 9/13).

FROM THE LHS/PTG

Please visit the LHS*PTG Website at lhsptg.org

LHS*PTG Event Announcements & Reminders

All LHS*PTG members receive Weekly Reminders every Monday and a great deal of event announcements and reminders during the week and sometimes on weekends!). Make sure your information is updated. Please e-mail Randi Solis at lhsptg@gmail.com to confirm. If you "manage your subscription" yourself, please add your e-mail address to the LHS 2012-2013 list and your children's grades as well. Thank you.

LHS*PTG Website

Make sure to sign up at the bottom of the Home Page, "Follow this Blog" to receive e-mail updates when a new post appears on the website. Find links at the bottom of the Home Page to follow us on Twitter @lhsptg and Facebook (Lhsptg).

GoodSearch/GoodShop/GoodDining

Remember to use GoodShop when searching and shopping! Relatives and friends can use GoodSearch and help support Lloyd Harbor School as well. Set up GoodSearch on all of your computers and devices. Use GoodSearch for all of your searches and shopping and the LHS*PTG receives a donation at no extra cost to you. Find the link on the LHS*PTG Website (www.lhsptg.org). Go to the "Easy Ways To Give" page where you will find a GoodSearch icon to click on. Thank you!

Value Drugs

Remember to use your Value Drugs key fob every time you shop there. LHS*PTG receives a donation from Value Drugs at no extra cost to you.

LHS*PTG Parents Play Encourage & Engage Recess Program

Thank you to the parents that are playing with our children, especially during the cold weather! The next Parents Play will take place on Friday, March 1st. Sign up as many times as you like!

Food Pantry

PLEASE HELP! Our shelves are empty and we need your help to fill them. Please bring in healthy after-school snacks and drinks to aid the Tri-CYA food pantry. Our bins are located outside of the cafeteria. Your donations help families in Huntington and are greatly appreciated. Thank you!

Lost & Found

Please continue to check the Lost & Found closet.

CFA Annual Literary Luncheon

Save the date for Wednesday, March 13, 2013. CFA's Annual Literary Luncheon will be held on Wednesday, March 13th. This year's event features local author, Saralee Rosenberg and will be held, once again, at the Mansion at the Woodlands, in Woodbury. Watch your emails for more details in the coming weeks!

LHS*PTG Meeting

The next LHS*PTG Meeting will take place on Thursday, March 14th, at 9:15 am. Please join us as we welcome FOCUS to the meeting.

National Circus Project

The NCP came to LHS on Friday, February 22nd. Grades 4-6 attended workshops in the gymnasium on juggling, plate spinning, balancing, stilt walking and more! Grades 2-6 attended a performance by the NCP! The NCP was sponsored by the LHS*PTG, Cultural Arts and LHS.

Pizza Party

The cafe was transformed into a Pizzeria on Friday, February 22nd! Italian Music, tablecloths, Caesar Salad, Ices, and Pizza served by LHS Parents were part of the day's fun. Your children were very excited to buy their triangle (and some were obtuse triangles!) pizza! They showed very good table manners, passing salad bowls and saying, "Please" and "Thank you". Your children were smiling and engaging in conversations with each other while dining. We hope they all had fun! The Pizza Party was sponsored by LHS and LHS*PTG.

SEPTA

Please join us this Tuesday, March 5th, 10:00 am at the Cold Spring Harbor Library as we welcome Dr. Connie Russo, an expert in the Response to Intervention Plan. Response to Intervention combines consistent screening, progress monitoring and plan adjustment to help each child get the education he/she needs, the way he/she needs it. It is NOT Special Education - it is all the steps parents and schools take BEFORE classification. Please see the attached Parent Primer for more information on this proven method for differentiated instruction or go to this website to read more. <http://www.rti4success.org/> See you there!

CSHHS Varsity Lacrosse "Stick With Us" Talent Show

Save the Date! The Cold Spring Harbor High School Boys and Girls Varsity Lacrosse teams are pleased to present, The 6th Annual "Stick With Us" Spring Fundraiser on Saturday, March 9th at 7:00 pm in the PAC. This year's event will be a talent show featuring singing, dancing, music, comedy and more! Performances by players, coaches and some surprise guests! All proceeds will support the teams' upcoming spring trips. Tickets are \$10.00 and can be purchased from any player or at the door. Raffle tickets with great prizes also available - contact players to purchase. Thank you for your support.

Sunday, March 10
9:00-11:30 Cast B
12:00-2:30 Cast A

Little Mermaid Rehearsals

Monday, March 4

- 3:15-5:00 Cast A, except princesses with Mrs. Maloney (Sailors excused at 4:15)
- 3:15-4:00 Triton, Sebastian, Ariel, Eric of both casts with Mr. McKee (If Only)
- 4:00-4:30 Ursulas with Mr. McKee (I Want the Good Times Back)
- 4:35-5:00 Mersisters, Flounder from both casts with Mr. McKee (She's in Love)
- All of the above students will work with Mrs. Maloney while waiting for their lesson with Mr. McKee
- 3:15-5:00 Scuttle and seagulls from both casts with Mrs. McManus (Positooovity)

Tuesday, March 5

- 3:15-5:00 Cast B, except princesses with Mrs. Maloney (Sailors excused at 4:15)
- 3:15-5:00 Mersisters from both casts with Mrs. Domjan (She's in Love)
- 3:15- 5:00 Eric and Ariel from Cast A with Mrs. McManus (One Step Closer)
- 3:15-4:15 Ursula, Poor Unfortunate Souls, Flotsam and Jetsam fro Cast A with Ms. Copley (Poor Unfortunate Souls)
- 4:15-5:00 Sea Creatures, Sebastian, Seahorse, Flounder, Ariel from Cast B with Ms. Copley (Under the Sea)

Wednesday, March 6

- 3:15-5:00 Cast A with Mrs. Maloney (Sailors excused at 4:15)
- 3:15-4:30 William Giarraputo and Steven Samuels with Mrs. Domjan (Mack the Knife)
- 3:15-5:00 Scuttle and seagulls from both casts with Mrs. McManus (Positooovity)
- 3:15-4:15 Ursula, Poor Unfortunate Souls, Flotsam and Jetsam from Cast B with Ms. Copley (Poor Unfortunate Souls)
- 4:15-5:00 Sea Creatures, Sebastian, Seahorse, Flounder, Ariel from Cast A with Ms. Copley (Under the Sea)

Thursday, March 7

- 3:15-5:00 Cast B with Mrs. Maloney (Sailors excused at 4:15)
- 3:15-4:15 Sea creatures, Seahorse, Melissa Schaffer, Julia Bavaro, Caroline Gulotta from Cast A with Ms. Copley (Fish School)
- 4:15-5:00 Sea creatures, Seahorse, Maria Hudson, Lizzy Kiernan, Jackie Hynes from Cast B with Ms. Copley (Fish School)
- 3:15-4:30 Mersisters and Flounder from Cast A with Mrs. Domjan (She's in Love)

Friday, March 8

- 12:30-2:30 Cast A and Cast B with Mr. McKee
- 2:45-3:15 All Seagulls and Scuttles with Mr. McKee and Mrs. McManus
- 3:15-5:00 Flounder, Mersisters, Eric, Triton, Sebastian, Ariel, Ursula, Carlotta, Louis from Cast B only with Mr. McKee

All of the above students will work with Mrs. Maloney while waiting for their lesson with Mr. McKee
 2:30-5:00 Cast A with Mrs. Maloney

Remember to bring script and pencil to rehearsal. Also be sure to give "transportation change" slip to your teacher for the day you rehearse. Finally, remember "Three Strikes You're Out" policy concerning behavior.

Attendance will be taken at every rehearsal. Excused absences are allowed for language religion classes, illness and special chorus. Any student who exceeds 2 unexcused absences will have to withdraw from the production.

Rehearsal schedules may be found weekly in the Friday Notes and on the Cold Spring Harbor Website.

csh.k12.ny.us

Click on Schools and select Lloyd Harbor

On menu to the left, click on LH Theater Arts

Rehearsal schedules are also archived on the Calendar of Events, found on the home page.

Reminder...Participation fee is \$35, made out to LHSPTG Lloyd Harbor Theater Arts Club...Please send to main office in envelope labeled with student's name and class.

Dress Rehearsal

Saturday, March 16 8:00-12:00 Cast A 12:00-4:00 Cast B

Performances



March 20...9:15 A.M. Cast B 7:00 P.M. Cast A

March 21...9:15 A.M. Cast A 7:00 P.M. Cast B


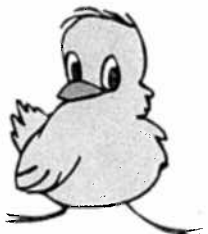



No more absences! Make play rehearsals top priority to insure high quality performances.

COLD SPRING HARBOR ELEMENTARY SCHOOLS

MARCH 2013

<p>AVAILABLE DAILY: \$ 2.75 SERVED AS COMPLETE MEALS BAGEL LUNCH W/ CHEESE OR YOGURT CHEESE SANDWICH JELLY SANDWICH PIZZA SLICE ASSORTED SEAHAWK SALAD SHAKERS MONDAY - TURKEY ON A ROLL TUESDAY - HAM & CHEESE ON A ROLL WEDNESDAY - TURKEY WRAP THURSDAY - BEEF BOLOGNA & CHEESE FRIDAY - TUNA SALAD WRAP ALL COLD CUTS BOAR'S HEAD BRAND</p>	<p>BREAKFAST SERVED DAILY 8:30 - 8:45am \$1.75 INCLUDES MILK, JUICE AND FRUIT AVAILABLE DAILY - BAGELS AND CEREAL MONDAY & WEDNESDAY - FRENCH TOAST STICKS TUESDAY & THURSDAY - PANCAKES FRIDAYS - EGG & CHEESE BAGEL BREAKFAST IS AN IMPORTANT START TO EVERY DAY</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>SERVED DAILY MILK CHOICES: 8oz WHITE SKIM or 1%, FAT FREE CHOCOLATE 100% FRUIT JUICE - 4oz APPLE OR ORANGE FRESH FRUIT BOWL CHILLED CUPPED FRUIT FRESH BABY CARROTS WE OFFER WHOLE GRAIN BREADS</p>
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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	<p>BEEF (B) TURKEY (T) PORK (P) CHICKEN (C) OFFICE OF FOOD AND NUTRITION GERRI TIGER SCHOOL LUNCH MGR 367-6970</p>		<p>REMINDER SCHOOL IS IN SESSION MONDAY APRIL 1, 2013</p>	<p>1 PIZZA MADNESS SLICES, BAGELS INDIVIDUAL PIES FIELD GREENS SALAD FRESH FRUIT BOWL MILK CHOICE</p>
<p>4 CHICKEN NUGGETS ALL WHITE MEAT STEAMED BROCCOLI DINNER ROLL SLICED PEARS MILK CHOICE</p>	<p>5 MINI SLIDERS TWO MINI BURGERS OVEN FRIES PICKLE CHIPS FRUIT COCKTAIL MILK CHOICE</p>	<p>6 PASTA SPECIAL SPAGHETTI WITH MEAT SAUCE GARLIC BREAD CHILLED PEACHES MILK CHOICE</p>	<p>7 SOUP & KINISH FRESH SOUP GOLDEN POTATO KINISH ORANGE SLICES MILK CHOICE</p>	<p>8 ½ DAY NO LUNCH SERVED</p>
<p>11 CHICKEN TENDERS ALL WHITE MEAT DIPPING SAUCE RICE PILAF GREEN BEANS FRESH FRUIT BOWL MILK CHOICE</p>	<p>12 BRUNCH FOR LUNCH FRENCH TOAST FINGERS SAUSAGELINK(P) MINI POTATO CAKES BABY BANANA MILK CHOICE</p>	<p>13 BEEF & BROCCOLI TERIYAKI SEASONED RICE FORTUNE COOKIE PINEAPPLE BITS MILK CHOICE</p>	<p>14 ITALIAN DUO STUFFED SHELLS AND MEATBALLS(C) FRESH BAKED BREAD GARLIC GREEN BEANS FRESH PEARS MILK CHOICE</p>	<p>15 ½ DAY NO LUNCH SERVED</p>
<p>18 POPCORN CHICKEN ALL WHITE MEAT ROTINI & BROCCOLI WITH GARLIC & OIL PARMESEAN CHEESE CHILLED MIXED FRUIT MILK CHOICE</p>	<p>19 TEXAS TACO SHREDDED PORK CORN TACO SHELL LETTUCE & TOMATO RICE & BEANS CINNAMON APPLESAUCE MILK CHOICE</p>	<p>20 MEATBALL HERO WG HAOGIE ROLL MARINARA SAUCE CAESAR SALAD CUP FRESH FRUIT BOWL MILK CHOICE</p>	<p>21 SOUP & SANDWICH GOLDEN GRILLED CHEESE HOT SOUP CHOICE BABY CARROTS PINEAPPLE BITS MILK CHOICE</p>	<p>22 ½ DAY NO LUNCH SERVED</p>
<p>25</p> 		<p>29</p> 		

The HUNTINGTON HISTORICAL SOCIETY'S



Visiting historic sites in the
Town of Huntington

PASSPORT TO THE PAST

Summer Camp

2013



Learning to weave on an
old-fashioned loom

While new activities are added each year, our core experiences for your child include:



- Carding wool, felting
- Interactive tours of local historical sites
- Authentic colonial wooden toy making
- Butter churning
- Weaving on looms
- Flax processing
- Maypole dancing and much, much, more!



Registration Information:

Session I: June 24 - July 5 (no camp on July 4) \$270 for Society members / \$360 non-members

Session II July 8 - July 19 \$300 for Society members / \$400 non-members

Session III July 22 - August 2 \$300 for Society members / \$400 non-members

REGISTRATION FORM

Parent's Name _____ Child(ren)'s Name(s) _____

Address _____ City, State, Zip _____

Phone _____ Cell Phone _____ Email _____

Age of child(ren) _____ Session (circle one) I (June 24 - July 5) II (July 8 - July 19) III (July 22 - August 2)

We would like a Family Membership to the Huntington Historical Society in order to receive the discounted

Membership fee of \$300 Enclosed is an additional \$60 for the annual Family Membership (optional) \$ _____

Price per session \$300 (Session I \$270) for Society members, \$400 (Session I \$360) for non-members \$ _____

Credit Card Number _____ Exp. Date: _____ Total Amount \$ _____

Please make checks payable to: *The Huntington Historical Society (631-427-7045 ext. 404)*

Mail Registration to: The Huntington Historical Society. Attn: Passport to the Past, 209 Main Street, Huntington, NY 11743

Refund Policy: Tuition is refundable, minus a \$30 registration fee, until 30 days prior to each session.

Huntington Historical Society is a not-for-profit organization.

Cold Spring Harbor Library Book Discussions for Kids!

Book discussions encourage critical thinking and foster a love of reading in your child. Register your child for one of our many Youth Services book discussions. We offer programs for children in Kindergarten through 6th grade.

Registration for these programs is required, so call or stop by today!

Facts & Fun

For children in Kindergarten and 1st Grade. In keeping with the New York State Common Core guidelines, students will explore different topics through themed nonfiction reading and other fun activities.

Mondays @ 4:30pm
March 11- Endangered Animals
April 8-Sharks!

Wednesdays @ 4:30pm
March 20-Spring into Spring!
April 17-Growing in the Garden



Tasty Tales & Treats

For children in grade 2. A book discussion followed by the making of delicious treats!

Monday March 18th 4:30pm- *Chocolate Fever* by Robert Kimmel Smith
Monday April 29th 4:30pm- *Clementine* by Sara Pennypacker

Books & Bites

For children in grade 3. Children will further advance their love of reading as they explore and discuss chapter books. Refreshments and snacks will be served.

Tuesday April 16th 4:30pm - *The Report Card*
by Andrew Clements

Chat & Snack

For children entering grades 4 - 6. Children will further advance their love of reading as they explore and discuss selected fiction. Snacks and refreshments will be served.

Wednesday, April 10th 4:30pm - *Seer of Shadows* by Avi

RESPONSE TO INTERVENTION

Response to Intervention (RTI): A Primer for Parents



Ensuring a healthy start. Promoting a bright future.

*By Mary Beth Klotz, PhD, NCSP, and Andrea Canter, PhD, NCSP
National Association of School Psychologists*

A major concern for parents as well as teachers is how to help children who experience difficulty in school. All parents want to see their child excel, and it can be very frustrating when a child falls behind in either learning to read, achieving as expected in math and other subjects, or getting along socially with peers and teachers. Response to Intervention (RTI) is a multi-step approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI allows for early intervention by providing academic and behavioral supports rather than waiting for a child to fail before offering help.

Some new federal laws have directed schools to focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted. These laws include the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. Both laws underscore the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the progress of all students in terms of meeting state grade level standards. RTI is a process designed to help schools focus on these high quality interventions while carefully monitoring student progress. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to determine the educational needs of the child.

What Are the Essential Components of RTI?

"Response to Intervention" refers to a process that emphasizes how well students respond to changes in instruction. The essential elements of an RTI approach are: providing scientific, research-based instruction and interventions in general education; monitoring and measuring student progress in response to the instruction and interventions; and using these measures of student progress to shape instruction and make educational decisions. A number of leading national organizations and coalition groups, including the National Research Center on Learning Disabilities and the 14 organizations forming the 2004 Learning Disabilities (LD) Roundtable coalition, have outlined the core features of an RTI process as follows:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that any special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension.

What Are the Key Terms?

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

Universal Screening is a step taken by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards or those who have behavioral or emotional problems that may interfere with their learning. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic or behavioral screening test to all students in a given grade level. Those students whose test scores or screening results fall below a certain cut-off are identified as needing more specialized academic or behavioral interventions.

Student Progress Monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Scientific, Research-Based Instruction refers to specific curricula and educational interventions that have been proven to be effective—that is, the research has been reported in scientific, peer-reviewed journals.

What Role Does RTI Play in Special Education Eligibility?

IDEA 2004 offers greater flexibility to school teams by eliminating the requirement that students must exhibit a "severe discrepancy" between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. This increased flexibility has led to a growing interest in using RTI as part of an alternative method to traditional ability/achievement discrepancy comparisons. IDEA 2004 addresses RTI procedures within several contexts.

Effective instruction and progress monitoring. For students to be considered for special education services based on a learning disability they first must have been provided with effective instruction and their progress measured through "data-based documentation of repeated assessments of achievement." Furthermore, results of the student progress monitoring must be provided to the child's parents.

Evaluation procedures. The law gives districts the option of using RTI procedures as *part* of the evaluation procedures for special education eligibility. Comprehensive assessment is still required under the reauthorized law, however. That means that schools still need to carefully examine all relevant aspects of a student's performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, mental retardation, emotional disturbance, lack of appropriate instruction, or limited English proficiency.

Early Intervening Services. IDEA 2004 allows districts the option of using up to 15% of federal special education funds for "early intervening services" for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of services that can be included are central to the RTI process, and include professional development for teachers and school staff to enable them to deliver scientifically based academic and behavioral interventions, as well as educational evaluations, services, supports, and scientifically based literacy instruction.

How Can Parents Be Involved in the RTI Process?

The hallmarks of effective home-school collaboration include open communication and involvement of parents in all stages of the learning process. Being informed about your school's RTI process is the first step to becoming an active

partner. Both the National Center for Learning Disabilities and the National Joint Committee on Learning Disabilities advise parents to ask the following questions:

- Does our school use an RTI process? If not, are there plans to adopt one? Be aware that your child's school may call their procedures a "problem solving process," or may have a unique title for their procedures, e.g., Instructional Support Team, and not use the specific RTI terminology.
- Are there written materials for parents explaining the RTI process? How can parents be involved in the various phases of the RTI process?
- What interventions are being used, and are these scientifically based as supported by research?
- What length of time is recommended for an intervention before determining if the student is making adequate progress?
- How do school personnel check to be sure that the interventions were carried out as planned?
- What techniques are being used to monitor student progress and the effectiveness of the interventions? Does the school provide parents with regular progress monitoring reports?
- At what point in the RTI process are parents informed of their due process rights under IDEA 2004, including the right to request an evaluation for special education eligibility?

What Are the Potential Benefits of RTI?

Perhaps the most commonly cited benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. Secondly, an RTI approach has the potential to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education. Since an RTI approach helps distinguish between those students whose achievement problems are due to a learning disability and those students whose achievement problems are due to other issues such as lack of prior instruction, referrals for special education evaluations are often reduced. RTI techniques have been favored for reducing the likelihood that students from diverse racial, cultural or linguistic backgrounds are incorrectly identified as having a disability. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in an RTI approach provide more instructionally relevant information than traditional assessments.

What Are Next Steps in Implementing RTI Approaches?

There are many issues that must be addressed in order to effectively implement RTI approaches. Strong leadership and effective collaboration are essential ingredients in implementing RTI. Schools must be prepared to offer a variety of proven instructional strategies; staff must be trained to measure student performance using methods that are sensitive to small increments of growth; parents must be kept informed of these new procedures and made partners in the

process. RTI is an educational approach that has the potential to help all students reach their full potential and to successfully meet the state grade level standards.

References and Web Resources

Building the Legacy: IDEA 2004 website—<http://idea.ed.gov>
The U.S. Department of Education, Office of Special Education Programs website provides access to the IDEA 2004 statute, regulations, and helpful information.

National Association of School Psychologists—
www.nasponline.org

NASP's has a variety of resource materials and helpful factsheets for parents. See collection of papers addressing the role of parents and school teams in RTI models: *New Roles in Response to Intervention: Creating Success for Schools and Children*

<http://www.nasponline.org/advocacy/rtifactsheets.aspx>.

National Center for Learning Disabilities—www.ld.org

NCLD offers parents helpful information and resources on RTI and other school-related topics and advocacy information.

National Joint Committee on Learning Disabilities (NJCLD)—
www.ldonline.org/njclcd

The NJCLD is comprised of 13 organizations committed to the education and welfare of individuals with learning disabilities. See the paper: Responsiveness to Intervention and Learning Disabilities

http://www.ldonline.org/pdf/rti_final_august_2005.pdf

National Research Center on Learning Disabilities—
www.nrclcd.org

The NRCLD engages in research, develops recommendations, and provides training. See the article: Understanding Responsiveness to Intervention in Learning Disabilities

<http://www.nrclcd.org/publications/papers/mellard.pdf>

National Center on Student Progress Monitoring—
www.studentprogress.org

The National Center on Student Progress Monitoring provides information and technical assistance to implement progress monitoring techniques.

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The National Association of School Psychologists (NASP) offers a wide variety of online resources to parents, teachers, and others working with children and youth that promote effective strategies, greater collaboration, and improved outcomes on a wide range of psychological, social/emotional, and academic issues. Visit the NASP website (www.nasponline.org) or use the direct links below to access information that can help you improve outcomes for the children and youth in your care.

About School Psychology—Downloadable brochures, FAQs, and facts about training, practice, and career choices for the profession.

www.nasponline.org/about_sp/spsych.aspx

NASP Resource Library—Online resources on a wide variety of topics.

www.nasponline.org/resources/index.aspx

Crisis Resources—Handouts, fact sheets, and links regarding crisis prevention/intervention, coping with trauma, suicide prevention, and school safety.

www.nasponline.org/resources/crisis_safety

Culturally Competent Practice—Materials and resources promoting culturally competent school psychological services, recruitment of school psychologists from culturally and linguistically diverse backgrounds, and issues relating to English Language Learners and cultural diversity.

www.nasponline.org/resources/culturalcompetence

Mental Health—Articles, handouts, and links related to children's and adolescent's mental health and school-based mental health services.

www.nasponline.org/resources/mentalhealth

Advocacy—Information, resources, and advocacy tools for promoting school mental health services and learning opportunities for all children and youth. Important legislative, policy, and practice information and resources relating to key legislation including the Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB) and the Individuals with Disabilities Education Improvement Act (IDEA).

www.nasponline.org/advocacy

Response to Intervention—Information, resources, and tools related to Response to Intervention

www.nasponline.org/resources/rti

Links to State Associations—Easy access to state association websites.

www.nasponline.org/about_nasp/links_state_orgs.aspx

NASP Books & Products—Review tables of contents and chapters of NASP bestsellers and place orders.

www.nasponline.org/publications

Position Statements—Official NASP policy positions on key issues.

www.nasponline.org/about_nasp/position_paper.aspx