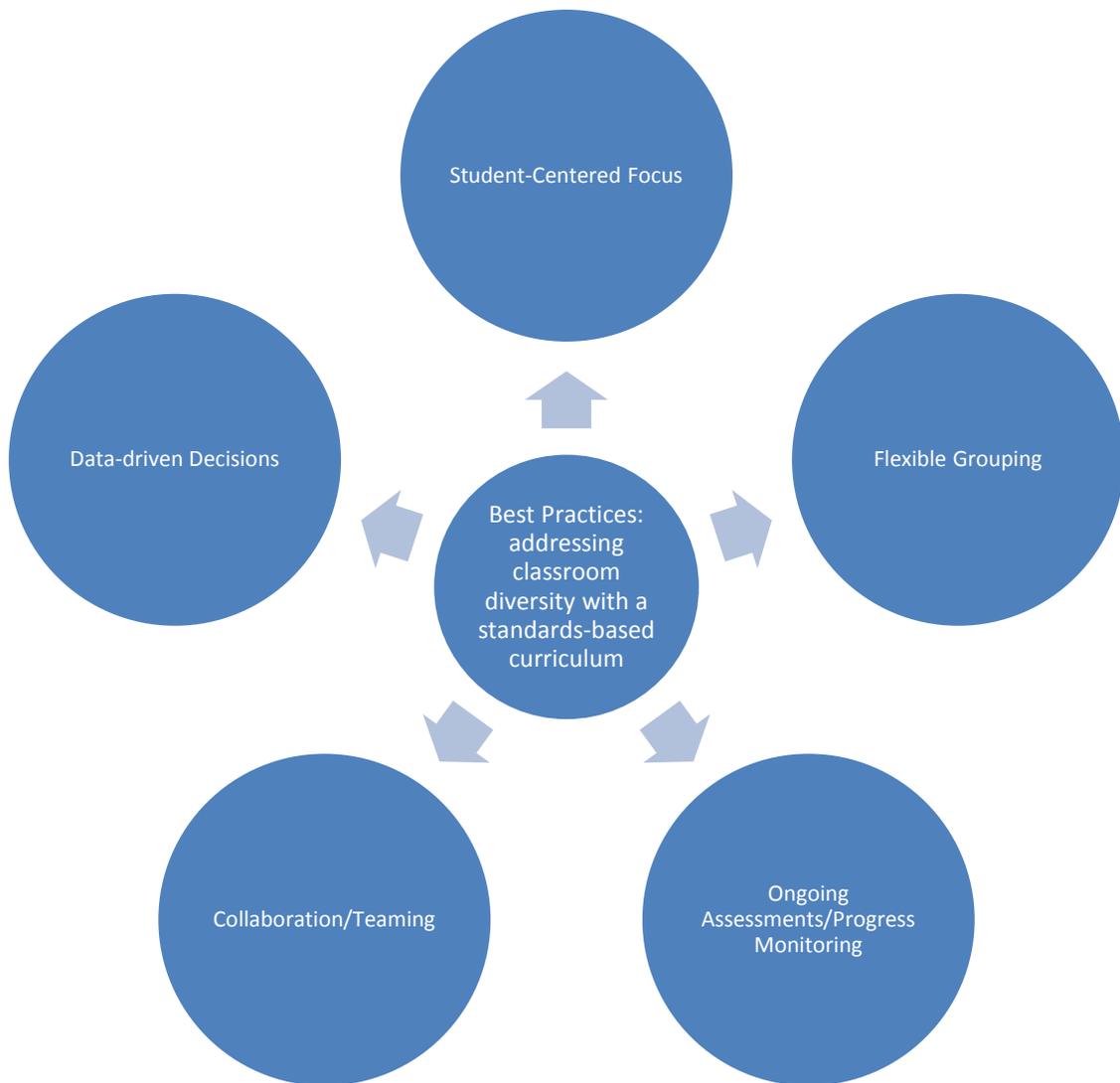


# Wantagh UFSD Response to Intervention Policy

## Response to Intervention

A framework for making instructional decisions based on data in order to accelerate learning for all students.



# **Response to Intervention (RTI) Process**

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## RTI Definition and Diagram

**RTI provides structure.** It is about how educators deal with the challenge of using data to drive instruction in the everyday classroom.

**The goal of the entire process is accelerating learning for all.** An essential assumption of RTI is that all students can learn, and will, given the right opportunities. It cannot be stressed enough that RTI is about *general education*. Some of its origins are in special education research and practice, and its federal funding began there, but it is intended to apply to every child. (Renaissance Learning, 2011)

This district has implemented RTI during the last several years, but this plan formalizes the process, as required by the New York State Education Department. “Effective on or after July 12, 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 NYRCRR section 200.4 (j)]

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, the District will provide appropriate RTI services pursuant to Commissioner’s Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

### Minimum Requirements of the District’s RTI Program

- Scientific, research-based instruction in reading provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner’s Regulations, shall mean 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 shall be provided to all students in the class to identify those students who are not making academic progress at expected rates.
- Scientific, research-based instruction matched to student need. There are increasingly intensive levels of targeted interventions for those 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. RTI Teams will

review student information to make decisions regarding student progress and further intervention strategies.

- 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 as enumerated in Commissioner's Regulations
  - strategies for increasing the student's rate of learning.
  - the parents' right to request an evaluation for special education programs and/or services.

### **Structure of Response to Intervention Program**

The District's RTI program will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students. RTI Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading specialists, and administrators will be available for each building to address the implementation of the District's RTI process.

The RTI Team's responsibilities shall include, but are not limited to, the following:

- determining the level of interventions/student performance criteria appropriate for each tier of the RTI model.
- analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services.
- determining whether to make a referral for special education programs and/or services.

### **Types of Interventions**

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those 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. It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

**Tier One Instruction**

Tier One instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading will be provided by the general education teacher and/or other qualified personnel as appropriate. It will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two level of instruction.

**Tier Two Instruction**

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being “at risk” who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions that are provided to all students in the general education setting.

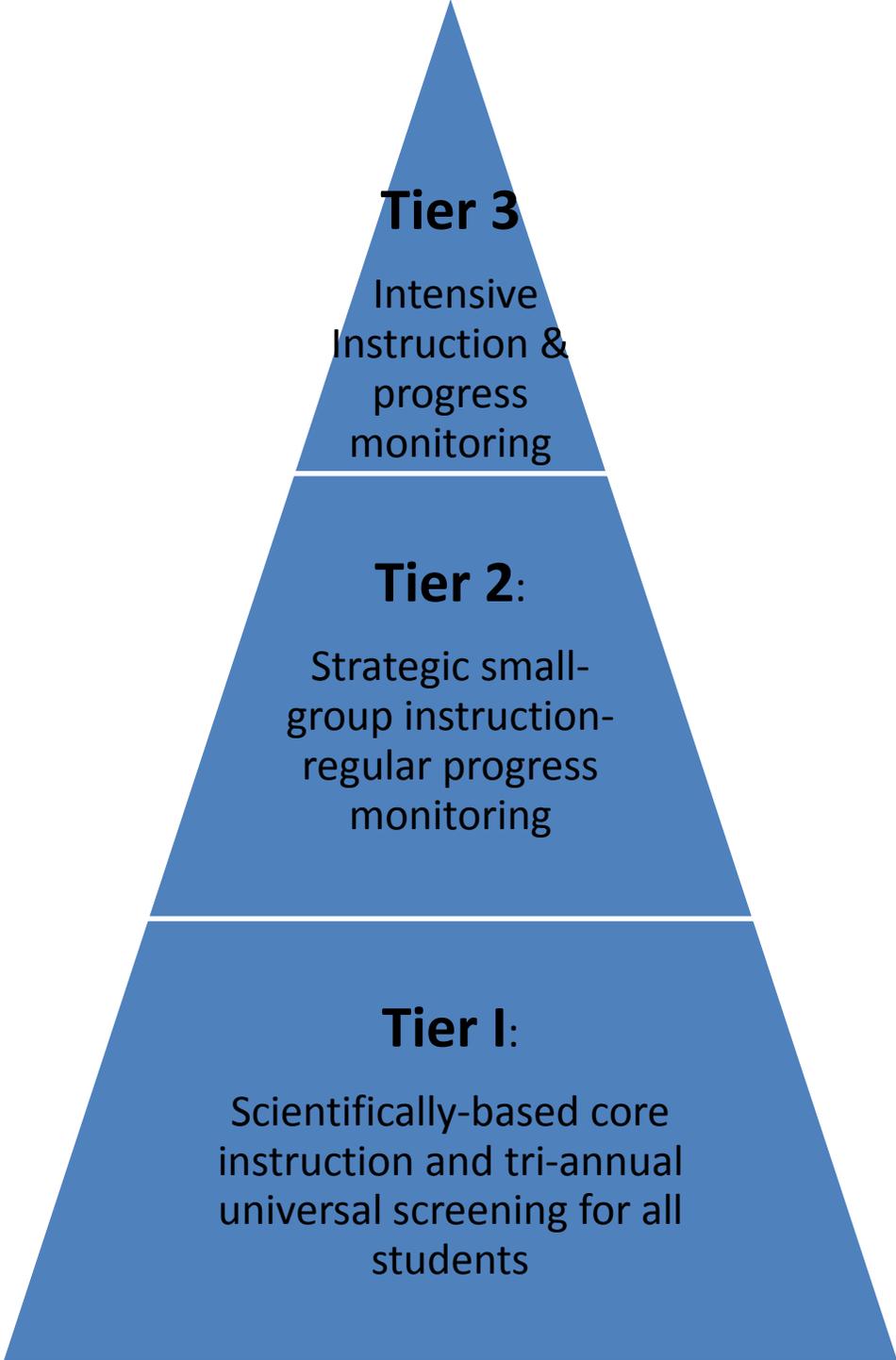
Tier Two instruction may be provided by specialized staff, such as reading teachers, as determined by the RTI Teams. At the conclusion of Tier Two instruction, the RTI Team will review the student’s progress and make a determination as to whether Tier Two interventions should be maintained; the interventions stopped if satisfactory progress has been made; or the student referred for Tier Three instruction.

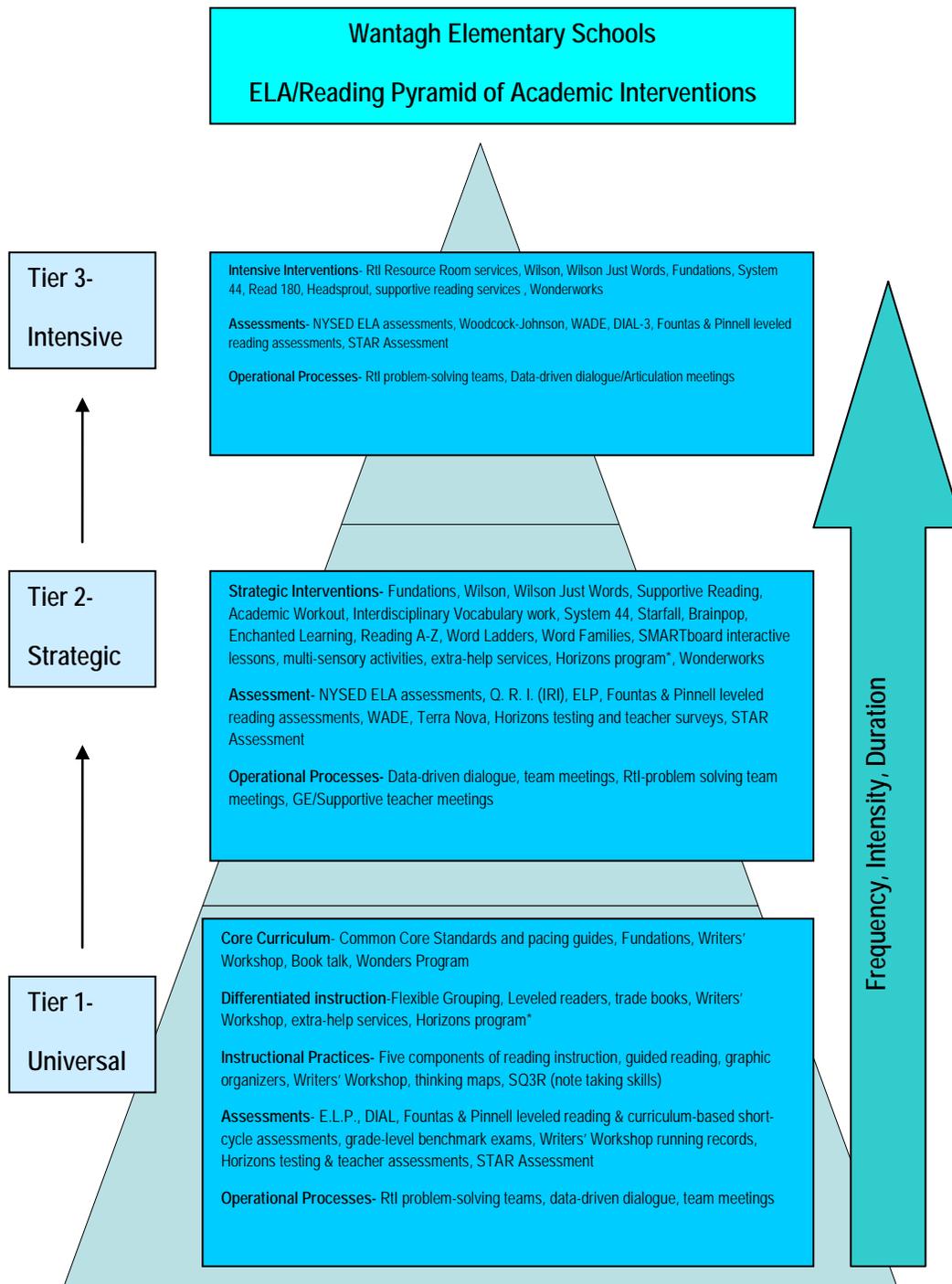
**Tier Three Instruction**

Tier Three instruction is the provision of more intensive instructional interventions tailored to the needs of the individual student and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Based upon the significant needs of the student, Tier Three instruction may include more intensive periods of intervention program and services than those provided in the first two tiers.

Tier Three instruction will be provided by those specialists, as determined by the RTI team, who are best qualified to address the individual student’s targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education.

RTI MODEL





These are general recommendations for Academic Interventions that schools may choose from. Not all interventions will be appropriate for all children.

\*The Horizons program, at a district level could be perceived as Tier II interventions. At a building level, this program serves as Tier I curriculum.

### **Amount and Nature of Student Performance Data to be Collected**

The RTI Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. Such data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's RTI program and make modifications to the program as deemed necessary.

### **Manner and Frequency of Progress Monitoring**

The RTI Team shall monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the student's teacher(s) and will determine if further adjustments need to be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress shall be an ongoing part of the RTI program from the initial screening to completion of the RTI process, as applicable. Parents may also request that the progress of their child be reviewed by the RTI Team.

Fidelity measures will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period/intervention process.

### **Student Progress Reports:**

Parents or persons in parental relation to students receiving intervention services shall be provided with reports on student's progress at least once each trimester during the regular school year. In addition, there will be an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing intervention services, at least once per semester during the school year.

### **Student Records – Program Descriptions:**

Each service provider will keep a record of services provided to a student. Such a record will include parent notifications, diagnostic records, a plan, tracking of interventions, measurable goals, and progress monitoring of the student's skills and goals. A description of services and ongoing dated comments will be included. All records will be maintained electronically through the year and filed in the student's Intervention file at the end of the year, as required by Title I regulations.

## RTI—Collaboration for Data-based Approach

	<b>Academic Interventions</b>
<b>Academic Intervention Team</b>	General educator, special educator, reading specialist, Title I teacher, school psychologist, etc.
<b>Universal Screening</b>	STAR Early Literacy (K-1) and STAR Reading (2-5)  Lack of proficiency on state exams, STAR screening or report cards determine mandated interventions
<b>Progress Monitoring</b>	STAR Early Literacy (K-1) and STAR Reading (2-5)
<b>Effective Interventions</b>	Interventions should address meeting the Common Core Standards and 5 specific reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension
<b>Decision Making Rules</b>	Students will move through Core (Tier I), Strategic (Tier II), Intensive (Tier III) interventions as recommended by the building RTI committee.

### Eligibility Requirements for Elementary School Reading Services

Grade	Entrance Criteria State Assessment-Level 1 or 2 OR two of the following:	Progress Monitoring	Exit Criteria State Assessment- Level 3 or 4 OR one of the following:
<b>K</b>	<ul style="list-style-type: none"> <li>-STAR Early Literacy (Early Emergent 500 &amp; below)</li> <li>-Current AIS students that do not meet exit criteria</li> </ul>	<p><b><i>No students will be taken before January except for students qualifying based on the STAR benchmark criteria.</i></b></p> <ul style="list-style-type: none"> <li>-STAR Early Literacy (Early Emergent 500 &amp; below)</li> <li>Teacher recommendation data collection sheet</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Early Literacy (650 or above)</li> <li>-Foundations (on level benchmark score)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-STAR Early Literacy (below 650)</li> <li>-Phonemic Awareness Form B in June (under 38)</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading 1 year below grade level equivalency</li> <li>-Oral Reading Assessment(below grade level range as per the Book Leveling Correlations)</li> <li>-Teacher Recommendation Data Collection Sheet</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading less than 1 year below grade equivalency</li> <li>- Oral Reading Assessment (within the grade level range as per the Book Leveling Correlations)</li> <li>- Standardized Assessment (Stanine 5 or above)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>-Standardized Assessment (Stanine 4 or below)</li> <li>-STAR Reading more than 1 year below grade level equivalence.</li> <li>-Oral Reading Assessment (below grade level range as per the Book Leveling Correlations)</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading 1 year below grade equivalency</li> <li>-Oral Reading Assessment (below grade level range as per the Book Leveling Correlations)</li> <li>-Teacher Recommendation Data Collection Sheet</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading less than 1 year below grade equivalency</li> <li>-Oral Reading Assessment (within the grade level range as per the Book Leveling Correlations)</li> <li>-Standardized Assessment (Stanine 5 or above)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>-Standardized Assessment (Stanine 4 or below)</li> <li>-STAR Reading more than 1 year below grade level equivalence.</li> <li>-Oral Reading Assessment (below grade level range as per the Book Leveling Correlations)</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading 1 year below grade equivalency</li> <li>-Oral Reading Assessment (below grade level range as per the Book Leveling Correlations)</li> <li>-Teacher Recommendation Data Collection Sheet</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading less than 1 year below grade equivalency</li> <li>-Oral Reading Assessment (within the grade level range as per the Book Leveling Correlations)</li> <li>-Level 3 or 4 on NYS assessment</li> <li>-Standardized Assessment (Stanine 5 or above)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>-NYS Assessment (below a 3)</li> <li>-STAR Reading more than 1 year below grade level equivalence</li> <li>-Oral Reading Assessment (below grade level range as per the Book Leveling Correlations)</li> <li>-Standardized Assessment (Stanine 4 or above)</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading 1 year below grade equivalency</li> <li>-Oral Reading Assessment (below grade level range as per the Book Leveling Correlations)</li> <li>-Teacher Recommendation Data Collection Sheet</li> </ul>	<ul style="list-style-type: none"> <li>-STAR Reading (less than 1 year below grade equivalency)</li> <li>-Oral Reading Assessment (within the grade level range as per the Book Leveling Correlations)</li> <li>-Level 3 or 4 on NYS assessment</li> <li>-Standardized assessment (Stanine 5 or above)</li> </ul>

### **Staff Development**

All staff members involved in the development, provision and/or assessment of the District's RTI program, including both general education and special education instructional personnel, shall receive appropriate training necessary to implement the RTI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

### **Parent Notification**

Written notification shall be provided to parents when their child requires an intervention beyond that provided to all students in the general education classroom. Such written notice shall include the following information:

- the amount and nature of student performance data that will be collected
- the general education services that will be provided as part of the RTI process
- strategies for increasing the child's rate of learning;
- the parents' right to request an evaluation for special education programs and/or services.

### **Resources**

*For more information on the RTI process, please visit:*

"New York State RTI Guidance Document." [www.nysrti.org](http://www.nysrti.org). NYSED. Albany, NY: 2010.

Making RTI Work. Renaissance Learning, Inc. Wisconsin Rapids, WI: 2011.

Hanson, Helene, M. "RTI & DI: Response to Intervention & Differentiated Instruction." Dude Publishing, NPR. Port Chester, NY: 2009.

### **Regulatory references:**

- 34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311
- Education Law Sections: 3208, 4002, 4401, 4401a, 4402, 4410
- New York Code of Rules and Regulations (NYCRR) Sections 100.2 (ii), 200.2(b)(7), 200.4 (a), 200.4 (j)(3)(i), 200.4 (j)(5)(i)(g)