

- **What process will be used to determine if students receive additional supports?**

If a student is identified as needing instructional support, a school-based team will reference multiple data sources, e.g. student's classroom work, screenings, and State and district-wide assessments. The team will recommend what type of instructional support the student needs, how often and who will provide the instructional support.

- **Will parents receive information about their child's progress?**

Parents will continue to receive NWEA MAP results at the conclusion of each testing session. However, parents of students receiving Tier 2 or 3 levels of support will be provided with quarterly progress reports from the classroom teacher and/or AIS teacher.

- **How can parents help support their child's learning?**

Parents are encouraged to confer with teachers and school staff who are providing instructional support to review their child's progress. Teachers may ask a parent to help with student's learning goals by recommending specific websites for practice of skills, reviewing texts previously read and sharing home information related to their child's strengths.



To view the full RtI plan along with additional resources, please visit the district's webpage, <http://www.shufsd.org>, located under the Parents section.

### References

- Jennings, D. (n.d.) *A parent leader's perspective on Response to Intervention*. RtI Action Network, retrieved online, August 2014, <http://www.rtinetwork.org/essential/family/parentleadersperspective>
- National Center for Learning Disabilities, *Questions parents should ask about RtI*, Retrieved online, July 2014, <http://www.ncl.org/students-disabilities/rti-parent-school-relationship/questions-parents-should-ask-about-rti>
- South Huntington School District, *RtI Guidance Manual* (June 2014)

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# SOUTH HUNTINGTON SCHOOL DISTRICT

COMMITMENT TO EXCELLENCE

## RESPONSE TO INTERVENTION



# PARENT INFORMATIONAL GUIDE

The South Huntington UFSD is committed to helping all children achieve academic success. Beginning with the 2014/15 school year, we will be implementing an RtI approach to AIS, which will rely on multiple measures rather than making decisions using only the NYS ELA and math assessment scores. This approach will help us meet the needs of all students including those at risk, students with disabilities and English Language Learners.

This pamphlet provides parents, families, and community members with introductory information about our district's Response to Intervention (RtI) plan.

### What is RtI?

RtI is a multi-step process, providing high-quality instruction and research based interventions for students at varying levels of intensity. This process uses school resources in a collaborative manner to implement the following:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) for students who require support.
- use of multiple data sources to inform instruction and interventions.

### What are the essential components of RtI?

The core components of our district's RtI plan are:

- ☑ Universal screening is conducted for all students using NWEA MAP to assess student skills in reading and math.
- ☑ All students have access to high quality instructional practices and research-based interventions that support Common Core Learning Standards.
- ☑ Students are progress monitored using multiple measures to determine response to an intervention provided.
- ☑ Use of collaborative teams for development, implementation and monitoring of student learning goals.
- ☑ Parent and teacher collaboration.
- ☑ Multiple tiers of support that match student need(s).

*The overarching purpose of RtI implementation is to improve educational outcomes for all students.*

### What is the multi-tiered system of supports?



**TIER 1**- Serves ALL students with supported curricular tools and instructional programs that align with Common Core.

**TIER 2** - Additional support provided by classroom teacher or specialist, inside OR outside the classroom to target specific skill deficits.

**TIER 3** - Intensive support provided to students who require interventions by trained specialists.