

SUBJECT: RESPONSE TO INTERVENTION (RtI)

Historically, Response to Intervention (RtI) programs have been used to formulate high-quality academic systems, assist behavioral systems by monitoring student progress, and guiding other decisions critically affecting the primary, supplemental, and special education of children. Recently, however, lawmakers have come to appreciate that RtI programs can also prevent potential learning problems and provide additional support for children. Consequently, federal law now requires state departments of education to develop and implement RtI to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners.

In accordance with Commissioner's Regulations, the District has established administrative practices and procedures for implementing district-wide initiatives in Grades K-8 that address a Response to Intervention (RtI) process applicable to all students, unless otherwise determined by the Committee on Special Education (CSE).

The primary purpose of any RtI program is the effective instruction of all children through:

- Development of a multi-tiered model for service delivery;
- Early identification of individual student needs;
- Use of problem-solving or standard protocol methods to make decisions within the multi-tiered model;
- Reliance on research-based, scientifically validated instruction methods and interventions; and
- Screening, diagnostics, and progress-monitoring assessments to inform instruction and interventions.

To achieve this purpose, every RtI program must contain four components:

1. Multiple layers or "tiers" of instructional practice;
2. High quality professional development;
3. A comprehensive assessment plan; and
4. Documentation and evaluation of fidelity processes.

Type of Interventions

Our District's RtI program will use a multi-tiered service delivery model, with distinctive support structures built into each tier to guide teachers with choosing available and appropriate curricula tools, assessments and instructional practices conducive to academic achievement.

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Tier I is designed to serve all students in the school, including ELLs and students with disabilities with well-supported core curricular and instructional programs. Instruction at Tier I is intended to be proactive and preventative. In Tier I, teachers use content-rich curriculum that reflects New York State Common Core Learning Standards. Continuous monitoring of fidelity to South Huntington's process will ensure accurate and consistent delivery. Students screened at least three times per year in reading and math generally respond well to whole and small group instruction, which is differentiated and scaffolded.

Tier II level of instruction includes Tier I instruction and additional intervention with specific assessments to progress monitor student response. It is conducted by trained and supervised personnel and can be provided in or outside of the classroom.

Tier III level of instruction is often delivered with individual student goals in mind. It focuses on any student who has not responded to Tier II interventions, and data indicates further intensification is needed. Much like Tier II, Tier III directly relates to providing intensifications using curricular tools and instructional pedagogy.

Comprehensive Assessment Plan

NYSED requires each school district's RtI process to contain a comprehensive assessment plan that includes a variety of formal and informal measures to collect data on student performance. This assessment data is used to make informed decisions about student learning and instructional needs. Districts must ensure that these assessments are aligned with the curriculum and are reliable and valid. A comprehensive assessment system informs educators and families regarding student performance on district, school, and classroom assessments and their relationship to ongoing instructional practice. Various types of assessments are required because they provide different types of information regarding performance, and they must be appropriate to the student population being assessed. In addition, decisions regarding student learning and instructional needs should be based on multiple data sources.

Parental/Guardian Involvement

We believe an effective educational partnership that includes parents and/or guardians, families, students, and the community is necessary to increase success of students and schools. True collaboration must include parents and/or guardians and families in the educational experience. Parents and/or guardians have information and expertise with regard to their children beyond what schools will know. They are able to share history

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and significant events that have occurred in the life of the child or family. Involvement in a tiered service delivery model or RtI process is characterized by meaningful, two-way communication. Schools must empower parents and/or guardians and families as equal partners in support of their children's learning, informing them of intervention options for their child before they are implemented. Understanding and respect for cultural differences is vital when attempting to engage families and foster community support and should be taken into account with intervention plans. Schools need to recognize that cultural understanding requires more than just awareness.

Parents and/or guardians should be notified in writing if their child needs an intervention beyond that which is provided to all students in the classroom in an RtI process. Parents and/or guardians should be encouraged to monitor and ask questions about their child's progress or lack of progress. Because intervention and progress monitoring may be a new experience for many parents and guardians, team members and classroom teachers must take special care to educate parents and guardians about the purpose and each step of the process to ensure their cooperation and participation.

Professional Development

Like any newly implemented system, RtI requires professional development—and prioritizing professional development. Therefore, in accordance with our District's professional development plan, training opportunities will be coordinated at the District and/or building level to support implementation and use of effective teaching strategies, curricula tools and assessments.

Response to Intervention Communication Plan

The RtI Manual is posted in its entirety on the district website for staff and parents to review. Additionally, a brochure that summarizes the RtI process in the South Huntington School District has been provided to parents and posted on the website. Any changes to the RtI process or procedures will be reflected in the online manual and disseminated by the buildings to staff and parents.

Adopted: 11/05/2014