

Edinburg Common School District

Response to Intervention (RtI)

District Plan 2022-2024

“Instead of diagnosing the learner, we begin by diagnosing the instruction.”

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Introduction

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

Response to Intervention (RtI) represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students, might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. **Response to Intervention (RtI)** is an effective and instructionally relevant process to inform these decisions.

The New York State Education Department (NYSED) has established a regulatory policy framework for **Response to Intervention (RtI)** in relation to school-wide screenings, minimum components of **Response to Intervention (RtI)** programs, parent notification and use of **Response to Intervention (RtI)** in the identification of students with learning disabilities. The Regents policy establishes **Response to Intervention (RtI)** as a school-wide system of organizing instruction and **supporting** resources to deliver high quality instruction to meet the diverse needs of all learners.

Response to Intervention (RtI) begins with high quality research-based instruction in the general education setting provided by the general education teacher. Curriculum is aligned to the **NYS Next Generation** Learning Standards and grade level performance indicators. **Response to Intervention (RtI)** is a multi-tiered process that provides instruction to students by providing additional instruction based on individual weaknesses or skill deficits. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. A **Response to Intervention (RtI)** process, the progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/ or intervention in general education. **Response to Intervention (RtI)** provides a more objective way to look at student performance. Using data, i.e. progress monitoring reports, helps teachers and parents

understand how the student is doing compared to grade-level expectations. Providing early help through the Response to Intervention (RtI) process can limit the amount of academic failure that any student experiences. Keeping students at or near grade level, even in the early grades, is essential to a student's self-esteem and long-term success in school.

High Quality Core Instruction: A Precursor to Interventions

Committing to high quality instruction should cause your school or district to evaluate its approach to interventions. Before interventions for small groups or individual students are implemented, there should be data from multiple sources that indicate that high quality instruction is happening for most of your students at the universal level. An example of this process may be in reviewing student achievement data, you may discover that a group of students is not meeting certain learning targets. Curricular adjustments should be made before considering additional support.

Once high quality instruction is established at the universal level, additional support from the classroom teacher and specialists should be offered as a supplementary intervention option before considering a special education referral. Referrals to special education should be considered when formal data demonstrates that a student is not responding or making progress to high quality instruction and scientific, research-based interventions.

Educators must be vigilant in assuring that student achievement data collected can prove that the instruction is of high quality and matches student needs. Additionally, data needs to be gathered to show that a majority of the students are doing well in the instruction. This means looking at data in different ways, such as "disaggregated groups," to ensure the instruction is high quality for all, not just specific groups of students.

What is High Quality Instruction?

High-quality instruction (curriculum, instruction, and assessment) is:

- Engaging and differentiated through the principles of Universal Design for Learning
- Standards based
- Data driven
- Research and evidence based

Curriculum, instruction, and assessment that are grounded in the culturally responsive practices of relevance, identity, belonging and community will serve to best engage all students.

High-quality curriculum and instruction should be culturally appropriate for the students being served and prepare all students for a multicultural world.

Key Elements of RtI

- Core general education curricula that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development.
- A school wide or district wide comprehensive system of social-emotional learning and behavioral supports.
- Strategies for ensuring that educators are modeling respectful and ethical behaviors, fostering student engagement and connectedness to school, and assessing the quality of the overall school climate so that students experience physical, social-emotional and intellectual safety.
- The use of research-based, effective instructional strategies both within and across a variety of academic domains.
- Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English Language Learners (ELLs).
- Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
- Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on.
- Educational decision making (academic and social/behavioral) driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (Child Study Team (CST), data teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.

- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.

The “What” in RtI

Response to Intervention (RtI) is a framework for providing comprehensive support to students and is not an instructional practice. It is a prevention oriented approach to linking assessment and instruction that can provide educators with information on how to better teach their students. The goal of Response to Intervention (RtI) is to intervene early and reduce the risk of long term learning outcomes by providing a systematic method for evaluating the needs of all students and for fostering greater student outcomes by designing and implementing instruction/interventions that are carefully matched to student's strengths and needs. The Response to Intervention (RtI) approach is to not only look at the learner but also analyze and manipulate the learning environment, the curriculum being taught, and the instruction being delivered.

Response to Intervention (RtI) employs a multi-level prevention system that provides for early identification of learning and behavioral challenges and timely interventions for students who are at risk. The system includes three levels of intensity or three levels of prevention, which represent a continuum of supports.

Multi-Tier Delivery Model

Tier I Instruction

Core instruction takes place in the general education classrooms and includes all students. Instruction is currently aligned with the NYS Next Generation Learning Standards. The components of core reading instruction are phonemic awareness, phonics instruction, vocabulary, fluency, and comprehension. The core instruction (Tier 1) includes differentiation based on the abilities and needs of all students. A universal screening is given to all students three times a year (fall, winter, and spring) and is also aligned to the grade level curriculum, which is based on the NYS Next Generation Learning Standards. Teachers identify groups in their classes based on learning preferences in order to differentiate instruction to meet the needs of all learners. Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) are utilized to address individual needs. The foundation of core instruction for Limited English Proficiency (LEP)/English Language Learners (ELL) students should be culturally

responsive and linguistically appropriate at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.

Tier 2 Students Receive Core Instruction plus Targeted Intervention

Tier 2 is a secondary intervention intended for 10-15% of students who are not responding to core instruction at Tier 1. This supplemental instruction is provided **in addition to**, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on areas of student need or weakness that are determined from the results of the universal screening in combination with the uniform grade level district literacy assessments. The Child Study Teams additionally review Benchmark Assessments which *may* include:

- i-Ready (**Kindergarten-6th Grade**)
- Fountas & Pinnell Benchmark Assessment (Kindergarten-6th Grade)
- Informal reading measures such as running records, sight word list accuracy, etc.

Tier 2 Interventionists may include:

- Classroom Teacher
- RTI Provider
- Speech/Language Teacher
- Special Education Teachers who provide RtI support
- Counselor
- Psychiatrist
- Occupational Therapist
- Physical Therapist
- Nurse
- LTA's/Aides

The location of a Tier 2 intervention may be delivered in the classroom as a “push-in” and “pull-out” model in an alternate location. Tier 2 interventions or support should be a combination of a “push-in” and “pull-out” model as a means to improve classroom performance. Students who are learning a skill in isolation need to be taught how to then generalize or transfer that skill over into complex text and content area reading. Another highlight of this combination model is teachers benefit from support and assistance embedded within their own classrooms. Reading specialists can serve as coaches and mentors to teachers to help them apply in their classrooms the new strategies and practices they learn about. Group size is approximately 3 - 6 students.

Frequency of intervention provided varies; however, generally it is no less than three times per week for a minimum of 20 – 30 minutes per session. The duration of the intervention may last anywhere from 8 - 20 weeks. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on individual student's responsiveness.

If appropriately matched to individual student's needs, and implemented with fidelity, interventions should result in growth for most students receiving Tier II interventions. For students experiencing academic difficulties, interventions may include instruction that targets one particular focus area (e.g., phonics skills, spelling, math concepts), or that targets multiple areas (e.g., automatic recall of facts, computational algorithms such as regrouping, and problem-solving in math), depending on the student's needs.

For students exhibiting behavioral difficulties, interventions may include increased focus and targeted attention on the school climate, social skills training, self-management programs, school-based adult mentors, and increased academic support in the case of students whose behavioral difficulties are linked to academic weaknesses. Like academic interventions, social/behavioral interventions should be research-based as much as possible.

In accordance with section 100.2 of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving a Tier 2 or Tier 3 intervention, parents must be notified in writing. Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase students' rate of learning and right to refer for special education.

Data Analysis and Decision Making in Tier II

The Child Study Team (CST) is responsible for data analysis and decision making in Tier II. This team may partially or entirely overlap with school data teams or grade/content area teams, especially in small schools. The Child Study Team (CST) should include certain core team members, including the school principal, general educators, school psychologist, and a special educator. Other team members may rotate depending on the specific needs of the child being considered for intervention.

The team targets areas for intervention, matches appropriate interventions to student needs, chooses appropriate progress monitoring tools, analyzes progress monitoring data to determine whether students are showing growth, change or "tweak" interventions as needed, and identifies students not responding to Tier II efforts. The team may also develop a written intervention plan for each student, which should include the student's specific focus area(s) for improvement; baseline level of functioning and long range goal; a description of the intervention, its duration and setting; specification of interventionist(s); the specific progress monitoring tool that will be used; and a time to reconvene to evaluate the student's progress. The Child Study Team must be

led by and must include members with particularly strong backgrounds in assessment, data analysis, consultation and intervention research.

Once a student's baseline level of functioning has been established and the intervention has been implemented, progress is monitored through reassessment at least weekly or biweekly. Several reassessments will be necessary to determine whether there is a trend in the student's performance toward improvement, but possibly involving regression of performance if the intervention is not working. For example, if progress is monitored weekly, it will take at least three to four reassessments during the intervention period, or three to four weeks to see whether there is any trend in the student's progress monitoring data (Brown-Chidsey and Steege, 2005). Approaches to monitoring students' progress should take into account not only students' levels of performance (i.e., how far behind they are compared to peers) but also their rates of improvement (slope) with intervention. Both comparisons are important. If only the level of performance is examined, then the student may be making progress, but at such a slow rate that he or she is highly unlikely to meet the long-range goal. If only the rate is examined, then interpreting the child's performance relative to peers will be difficult.

Interventions should not remain unchanged for an entire intervention period if the trend in the progress monitoring data clearly indicates inadequate improvement. After changes to the intervention or the use of other interventions, if substantial improvement still has not occurred at the culmination of the intervention period, the team must seek to determine why the child is making limited or no growth. At this time, it may be decided to administer additional diagnostic assessments to further intensify intervention. A chart of the summary of essential features of Tier II interventions can be found on the following page.

Tier 3 Students Receive Core Instruction plus Customized Intervention

Tier 3 provides tertiary intervention intended for about 1–5% of students who are not responding to instruction at Tiers 1 and 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. This tier provides greater individualized instruction in an individualized or small group session. These services are considered supplemental instruction to Tier 1 and are not intended to replace Tier 1 instruction. Individual diagnostic assessments are conducted to determine specific patterns of skills that the individual has and does not have for the purpose of designing effective instruction to remediate the students' deficits. The primary difference between Tier II and Tier III interventions involves the intensity and/or individualization of the intervention. Greater intensity of intervention can be achieved with a smaller teacher-student ratio (e.g., no more than one teacher to three students), a longer duration of instruction (e.g., 20 to 60 minutes daily versus 20–30 minutes three to four

times per week in Tier II), and more frequent progress monitoring. More individualized treatments would include highly explicit, systematic interventions closely targeting the needs of individual students at the student's current levels of functioning or individualized, function-based support plans for students with social emotional or behavioral difficulties. Students exhibiting social/behavioral challenges who have not responded to Tier I and Tier II efforts also may require more comprehensive intervention plans, such as those involving school personnel's collaboration with other agencies and/or professional staff. Implementing these kinds of intensive, individualized interventions requires an especially high degree of expertise on the part of the teacher. All interventionists work with the general education teacher to provide continuity and congruence of instruction.

In accordance with section 100.2 of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving a Tier 2 or Tier 3 intervention parents must be notified in writing. Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase students' rate of learning and right to refer for special education.

Data Analysis and Decision Making in Tier III

The Child Study Team (CST) described in Tier II is also responsible for Tier III. The basic composition of the team, with certain core members and other rotating members that depend on the individual student's needs being considered, remains the same as described in the previous section. The responsibilities of the team in relation to Tier III students are also similar to Tier II. The Child Study Team (CST) will decide how best to intensify or individualized interventions; all students receiving Tier III intervention should have a written Tier III intervention plan that includes the areas specified in the previous section. The team must be especially thorough in analyzing and applying data for students who have not yet responded to Tier III intervention or have made insufficient progress to date, as discussed above. If necessary, Tier III progress monitoring documentation and assessments are needed to inform the committee to begin the process of moving forward with a comprehensive evaluation for the determination of a learning disability.

Tier III involves more intensive or individualized short-term interventions for students failing to respond sufficiently to Tier II interventions. It must be emphasized that all three tiers are part of a comprehensive educational system involving scientific, research-based core general education practices and interventions, with support from a wide range of special services personnel. If interventions are appropriately selected and implemented with fidelity, then most students should not require special education services. IDEA 2004 states that a student may not be determined to be a student with a specific learning disability if there is a lack of appropriate instruction in reading or math.

Students should not be referred to special education simply because they need academic assistance and special education is the only avenue for extra help. In order for a student to meet the eligibility requirements for a student with a learning disability, all Tier I, II & III forms need to be completed with appropriate data and interventions. These forms need to document that the student has been provided explicit, systematic instruction using scientific research based interventions over an extended period of time. These forms are located in the appendix of this document.

The Child Study Team (CST)

The Child Study Team process emphasizes that early intervention for struggling students is a function of the general education program and not of special education. The CST is a school-based problem-solving team composed of general educators, special education teachers, reading specialists and any other relevant service providers who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The Child Study Team (CST) and process should not be viewed as a gatekeeper to the special education process.

The Child Study Team (CST) is a function of the regular education program of the Edinburg Common School District. The primary purpose of the Child Study Team (CST) is to ensure all students are given the opportunity to be successful in the general education classroom by providing a structured support system for teachers and parents when students are experiencing insufficient success in learning. A Child Study Team (CST) is a ‘school-based’, ‘solution-finding’ group that provides a forum for dialogue on the specific needs of students, by parents, teachers, and other professionals. Through the process of regularly scheduled meetings, classroom teachers are assisted with the development and implementation of instructional and/or management strategies for any students who require additional support.

As the numbers and types of student problems increase in complexity and intensity, schools are being challenged to establish effective mechanisms for addressing these problems to ensure students’ academic success. Collaborative multidisciplinary team approaches that feature structured and collegial planning, decision-making and problem-solving processes, and that are fully integrated into the educational program, have proven to be effective in providing the required intervention and referral services for students’ learning, behavior and health problems. The team approach, designed to support school staff and parents who seek assistance for the resolution of diverse educational problems.

The Child Study Team (CST) will operate under the following set of core beliefs:

Core Beliefs

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Every leader at all levels are responsible for every child
- Change is intentional, coherent and dynamic

How to Achieve these Beliefs

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build knowledge of **Response to Intervention (RtI)**
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Educators, and families will be part of the fundamental process of **Response to Intervention (RtI)**
- An empowering culture creates a collective responsibility for student success that involves the parent as a crucial part of the problem solving process from start to finish.

Who can serve on the Child Study Team?

- Administrator
- Response to Intervention (RtI) Coordinator
- Special Education Teacher
- Classroom Teacher
- RtI Intervention Teacher
- Physical Therapist
- Occupational Therapist
- School Counselor
- Speech/ Language Therapist
- School Psychologist
- Parent
- Nurse

- LTA's/Aides

The Child Study Team is facilitated by the Response to Intervention (RtI) Coordinator but each team member takes an active role in the preparation and facilitation of the meetings. Records of each student involved in the Response to Intervention (RtI) process are kept with the Response to Intervention (RtI) Coordinator and teachers who keep track of the data collection and determine the dates for student review of progress. The Child Study Team (CST) continues to meet for review of student progress until Response to Intervention (RtI) is no longer needed by the student. This is determined by adequate progress or the student has been identified as needing an evaluation and review by the District's CSE to determine if a disability is present. There are several misconceptions regarding the function and purpose of the Child Study Team (CST).

Child Study Team (CST) IS:

- A collaborative relationship among school staff focused on differentiation, data collection, early intervention and problem solving

Child Study Team (CST) IS NOT:

- A direct link to Special Education identification and services *for every student* who did not reach benchmark

Focus of the Grade Level Team

The focus of the Grade Level Team is to improve student learning and behavior. It is a collaborative problem-solving approach to increase teacher effectiveness and support students who need additional educational strategies. Bringing a group of educators to share their expertise and problem solve is a powerful thing!

The roles and responsibilities of the Grade Level Team are to improve the quality of teaching and learning in the school by determining interventions and student plans for struggling learners by:

- Overseeing the implementation of the universal screenings and review results
- Identifying the students needing interventions from the universal screenings, teacher referrals and other data provided by teachers
- Design appropriate instructional interventions and assign responsibilities for implementation

- Monitoring instructional fidelity and implementation of the interventions through the collection of data
- Analyzing and interpreting the data
- Identifying possible reasons for non-responsiveness to intervention (instruction, behavior, motivation, possible learning disabilities)
- Monitoring intervention effectiveness and student progress
- Provide the process to be utilized to resolve issues, problems, or concerns related to achievement of students identified by formative assessments, teachers, parents, guardians and/or administrators throughout the year.
- Develop a follow-up plan.

Misconceptions of CST & RtI

Response to Intervention (RtI) is Designed only for Students in Elementary School

Misconception: Response to Intervention (RtI) can only be used with students in primary education.

Fact: Response to Intervention (RtI) has been more prevalent in elementary school settings, it can be utilized across grades, from pre-K to high school.

RtI a Framework for Special Education Students

Misconception: Because Response to Intervention (RtI), and more generally scientific research-based interventions, are addressed in IDEA 2004 as alternatives to the discrepancy formula for determining eligibility for SLD, there is a misconception that Response to Intervention (RtI) is an approach used specifically as a means of qualifying students for special education services.

Fact: Response to Intervention (RtI) starts with high quality instruction and universal screening of all children in the general education setting as possibly needing supplemental services. Response to Intervention (RtI) is not used as simply a tracking system to place students into special education—it is an approach used in the general education classroom to ensure all students learn. It is only after all students are screened/benchmarked that students are identified as possibly needing supplemental services.

Child Study Team (CST) is the Gatekeeper to the Special Education Process

Misconception: The Child Study Team is how students “get into” special education.

Fact: The Child Study Team (CST) process emphasizes that early intervention for struggling students is a function of the general education program and not of special education. The **Child Study Team** (CST) is a school-based problem-solving team composed of general educators, special education teachers, reading specialists and any other relevant service providers who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The Child Study Team (CST) and process should not be viewed as a gatekeeper to the special education process.

Opportunity to Learn (OPT)

The difference in academic performance among children from different classes or groups (ethnic, racial, income) is referred to as the achievement gap. Children of poverty generally achieve at lower levels than children of middle and upper classes. Factors such as the quality of student learning behaviors, home environment, past experiences with education, and teacher attitudes are among the many influences on student achievement. Slavin (1998) proposes that schools can have a powerful impact on the academic achievement and success of all children by viewing them as *at-promise* rather than at-risk and preparing them to reach their full potential. A good education is often the only means of breaking the cycle of poverty for children. These children need an education that is founded in high standards and high expectations for all. Curriculum alignment must exist to ensure that a rigorous curriculum and assessment accompany and are aligned with the standards. What occurs in our classrooms has a significant impact on student achievement. The curriculum should be challenging to prevent decreased opportunity for higher education, which translates into less opportunity in life for them. Teachers should be knowledgeable of the cultures in which their students live so they can plan effective and engaging lessons. Additionally, instructional and classroom management techniques that work well with some students don't necessarily work well with children.

Poverty and Student Engagement

Motivating students is one of the greatest challenges instructors face and this is even more challenging with children of poverty. One of the largest issues facing children of poverty is emotional trauma. Children of poverty are lacking the characteristics that help foster effective learning and academic success (Pellino,2007). Children are often deprived of emotional nurturing which can then lead to impulsive behaviors, aggressive behaviors and the constant need for attention. The climate these children come from can be very stressful and emotionally draining, which inevitably leads to a lack of student motivation. Emotionally damaged children have a very difficult time accepting criticism and using this criticism for improvement. These children are starving for attention and the feeling that they are safe and have a place they belong. Educators also need to work to foster resilience in children, focusing on the traits, coping skills, and supports that help children survive in a challenging environment. Students' have gaps in their executive functioning skills which negatively affects student achievement. Many of these kids do not have the full emotional range to respond and deal with stress and social situations unless it is explicitly taught and modeled. Listed below are some suggestions for adaptations to the curriculum for children of poverty:

- Provide all students with a rigorous curriculum.
- Have high expectations for all students.
- Make students responsible for their own learning.
- Provide support to students and their families. Involve parents. Early intervention is critical.
- Help children to succeed.
- Create an environment and use activities that foster mutual respect, resilience, self-esteem, self-regulation and self-efficacy.
- Develop relationships with students to identify their needs (emotional and intellectual) and identify their individual learning style.
- Promote awareness and acceptance of diversity. Encourage students to recognize similarities as well as differences.

Response to Intervention (RtI) Services

Introduction

Overview

Response to Intervention (RtI) are student support services, which supplement instruction provided in the general curriculum, and are designed to assist students in meeting proficiency with the **NYS Next Generation Standards**. **Response to Intervention** (RtI) is intended to assist students who have not met or who are at risk of not meeting the designated performance levels on state assessment in English Language arts (grades 3-12), mathematics (grades 3-12), social studies (grade 5-12), and science (grades 4-12). There are two components of RtI:

- Additional instruction that supplements the general curriculum (regular classroom instruction) and/or
- Student support services needed to address barriers to improved academic performance.

Response to Intervention (RtI) services are available to students with disabilities on the same basis as non-disabled students. The services for students with disabilities shall be provided consistent with the student's Individualized Education Plan (IEP).

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The regulations also indicate that services may vary in intensity depending on the student's needs, but must be designed to respond to student needs as indicated through State Assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

District Procedures

The Child Study Team (CST), facilitated by the **Response to Intervention (RtI)** Coordinator and committee members select students for **Response to Intervention (RtI)** based on a number of district adopted identification criteria. The **Response to Intervention (RtI)** Coordinator and the **Child Study Team (CST)** decides who will receive **services** by reviewing multiple data points that may include progress reports, major test results, and teacher recommendations. The **Response to Intervention (RtI)** Coordinator and Child Study Team (CST) can assign students to **Response to Intervention (RtI)** at any time it is needed as advised by their building Child Study Teams.

Once students are identified for **Response to Intervention (RtI)**, the **Response to Intervention (RtI)** Coordinator sends a letter to the parents informing them of the services the student will receive and the reasons for the **Response to Intervention (RtI)**. Students begin services in the fall based upon their performance from the previous school year. Additional students can be included

in Response to Intervention (RtI) based upon performance during the school year. The Child Study Team (CST) would determine this based upon their performance relative to the district criteria. Regular progress monitoring is required. The Response to Intervention (RtI) teachers then provide reports to the parents on their child's progress in Response to Intervention (RtI). When students demonstrate proficiency on grade level standards using multiple measures as evidence, their parents are sent a letter informing them that their child will no longer receive Response to Intervention (RtI), along with the reasons why the service will be discontinued. It is important to note that the increased expectations associated with the NYS Next Generation Learning Standards are intended to be mastered in the classroom setting, rather than through Response to Intervention (RtI) services.

Intensity of Service

Eligibility for Response to Intervention (RtI) is based on individual student performance on district and state assessments in accordance with those cut scores recommended by the New York State Education Department. Students qualifying for Response to Intervention (RtI) will exhibit varying levels of performance which require a corresponding match in service allocation. Each student will receive services based on their performance on the assessments and individual assessment results. Response to Intervention (RtI) services can vary in intensity: low, moderate, high.

Criteria for Ending Services

When a student demonstrates success on the state assessment and/or on district assessments, they can be discontinued from Response to Intervention (RtI) services. The goal of Response to Intervention (RtI) is to provide the targeted instruction necessary for students to achieve state standards. The teacher may also provide evidence of the student being on grade level if the student has an 80 average or higher along with supporting evidence (i.e. iReady and Fountas and Pinnell benchmark testing).

Types of Services

The intensity of service will be determined based upon individual need. Samples of service options in our district include:

- Scheduling options including extra class time or extended time
- Decreased student/teacher ratio
- Small group instruction
- Summer programs

- Monitoring of progress by classroom teacher
- After school homework help

Parent Notification

Communication with parents of Response to Intervention (RtI) students is considered essential in order to meet federal/state regulations and to achieve program goals/objectives. The following written procedures are conducted at various times throughout the year:

Parent Notification Letter

Parents or guardians will be notified by the Response to Intervention (RtI) during the month of September after the child's school record has been studied in conjunction with new scores on NYS assessments and the need for Response to Intervention (RtI) services is determined. When necessary, the notice will be translated into the parents'/guardians native language. Each school and/or department will be responsible for parental notification indicating the need for Response to Intervention (RtI). This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for Response to Intervention (RtI) will be reviewed, and the consequences of not achieving state standards will be explained. Parents will be invited to attend one or more Child Study Team (CST) meetings or conferences each year to discuss their child's academic progress with the classroom and Response to Intervention (RtI) teacher.

Program Termination Letter

This is sent home whenever a student is discontinued from an Response to Intervention (RtI) program during the school year. When Response to Intervention (RtI) is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessments that were used in determining the student's level of performance. The parent will also receive notification from Response to Intervention (RtI) meeting minutes. The meeting minutes will be in parent friendly language and include a date that the minutes were sent home and when the next meeting date is.

Progress Report

Ongoing progress monitoring with researched based assessments is critical to determine growth of skill areas. Progress reports are sent home quarterly to describe specific progress made by the student. Parents will be kept informed of their child's progress through progress reports, meeting minutes, and/or parent conferences. Goals should be clearly defined for both students and parents. Suggestions for working with the student at home may also be included as part of this quarterly contact. These communications must be maintained in the student's Response to Intervention (RtI) folder.

Parent involvement in the Response to Intervention (RtI) program is considered critical to the success of our students. Parents are provided with informational resources throughout the year to acquaint parents with the Response to Intervention (RtI) program and inform them of opportunities for their active involvement and participation.

Chronic Absenteeism

The Edinburg Common School District acknowledges that chronic absenteeism creates learning gaps for our students in all content and curriculum areas. While the Superintendent and Attendance Officer work closely with our families to decrease the amount of absences, students that have reached >15 days (legal or illegal) will be referred to the RTI Coordinator for services. Students will receive a minimum of 3 x 30 minute sessions per week to cover materials missed. Students will also be referred to the Homework Club when in session. Days >20 (legal or illegal) can be considered for Child Protective Service (CPS) or Person in Need of Supervision (PINS) reports. This intervention also correlates with our Attendance Policy 5100.

Glossary

Baseline: the student's current level of performance in his or her focus area for improvement prior to implementation of an intervention.

Benchmark: important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year.

Benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.

Common formative assessments: assessments conducted during the process of student learning that are used primarily to inform instruction.

Summative assessments: assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., the Connecticut Mastery Test, the Connective Academic Performance Test).

Systemic approach: an approach that is school-wide or district-wide, with the same core curriculums, instructional strategies, universal common assessments and social/behavioral supports within a grade, and effective coordination across grades (as opposed to approaches in which different teachers within the same grade may differ widely in curricular emphases, instructional strategies, behavior management practices, etc.).

Teacher support/intervention teams: teams of educators that are responsible for data analysis, decision making, and progress monitoring in Tier II and Tier III, and that may overlap with Tier I data teams; they include certain core members (e.g., principal, school psychologist) as well as other members that may rotate on and off the team depending on the needs of the student under consideration (e.g., specialist, ESL teacher or school social worker).

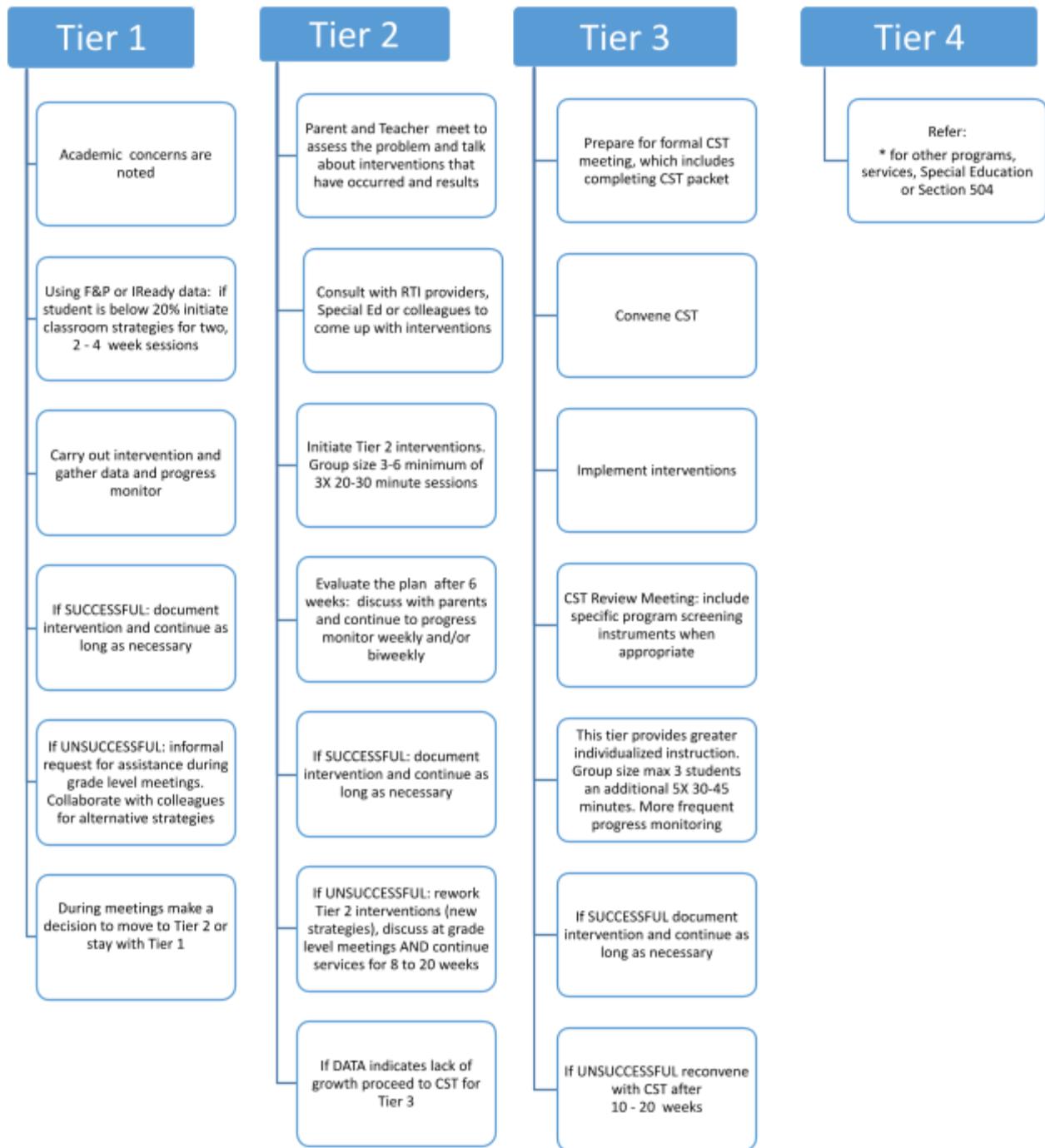
Tier I: the general education core curriculums, instruction and social/behavioral supports for all students, with differentiation of instruction as a norm.

Tier II: short-term interventions for students who have not responded adequately to the general education core curriculums and differentiation of instruction; it is part of the general education system.

Tier III: more intensive or individualized short-term interventions for students who fail to respond adequately to Tier I and/or Tier II interventions; it is also part of the general education system.

{ *Forms* }

ECS - RTI PROCESS FLOWCHART: PROBLEM SOLVING MODEL



Response to Intervention (RtI) Overview 2022-2024
Approved by BOT August 9, 2022

	Tier I Universal Screening (Classroom level)	Tier II Team level (Pull-in or Push-out Day and Length TBA)	Tier III Team level (Pull Out Every Day or Combo Push-in/Push-out)
Progress Monitoring of Curriculum Based Measures (Benchmark Dates) Sept. - Oct. Jan. - Feb. May - June	Benchmark assessments 3X year: Math, Reading, and Writing all students (1-6) 2X year PK/ K (Jan and June) Ongoing running records	Monthly assessments at minimum Ongoing running records	Weekly assessments Ongoing running records
Parent Contact	Two parent contacts required and logged or four attempts to contact logged	Minutes sent from meeting by team	Minutes sent from meeting by team
Group Size	Whole class and/or guided small group instruction ELA/Math	2 or 3 days with Intervention Teacher Teacher in group no larger than 6 for grades 3-6 and 4 for K-2 (20 - 30 minutes based on need)	5 days with Intervention Teacher Provider with a group of 1-3
Duration of Interventions	Minimum of Two, 2 - 4 week sessions	8 - 20 weeks	10 - 20 weeks

Who is responsible for logging interventions?	Classroom Teacher	RTI Team ** See below	RTI Team ** See below
Who is responsible for logging parent contacts?	Classroom Teacher	RTI Team ** See below Case Manager Classroom Teacher	RTI Team ** See below Case Manager Classroom Teacher
Who is responsible for administering assessments and recording results?	Classroom Teacher	RTI Intervention Teacher	RTI Intervention Teacher
Who collects the data for the team meetings?	Classroom teacher	Classroom Teacher -Intervention Form and Intervention Provider Data Form	Classroom Teacher -Intervention Form and Intervention Provider Data Form

** RTI Data Team can consist of Administrator, RTI Coordinator, Special Education Teacher, Classroom Teacher, RTI Intervention Teacher, Specialized Services such as PT, OT, and/or Speech Therapist, School Counselor, School Psychologist, Parent and/or Nurse.

ECS INTERVENTION PROGRESS LOG

OBJECTIVE / FOCUS:			
Intervention date	Reflection/ Notes: List key details about delivery for each session of the intervention.	Intervention date	Reflection/ Notes: List key details about delivery for each session of the intervention.

	MONDAY Date:	TUESDAY Date:	WEDNESDAY Date:	THURSDAY Date:	FRIDAY Date:
Plan/ Intervention:	Notes / Results	Notes / Results	Notes / Results	Notes / Results	Notes / Results
Plan/ Intervention:					

ECS Data Collection Form

Data Collection Plan: (*attach data tracking sheets to be used for tracking target behavior(s)*)

Person(s) Responsible for Collection:	
Frequency of Data Collection:	

Date of First Review:	<i>Enter review date here</i>
------------------------------	-------------------------------

Team Comments on Plan Implementation Fidelity and Effectiveness: (<i>to be written at first review</i>)
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Team decision after review:	
	Continue Current Plan. Follow up meeting date: _____
	Modify Plan (new plan to be attached to this document). Person responsible: _____

Edinburg Common School
RTI Individual Checklist for Google Drive
2022-2023

Student: _____

1. Data Collection Form Filed
2. Reviewed by Response to Intervention (RtI) Coordinator
 - a. Meeting Scheduled:
3. Intervention Providers

Tier 1: Classroom Teacher: _____

Tier 2: Classroom Teacher: _____

Response to Intervention (RtI) Teacher: _____

Tier 3: Classroom Teacher: _____

Response to Intervention (RtI) Teacher: _____

4. Parent Notification Letter
 - a. Date Sent:
5. Response to Intervention (RtI) Referral Form Date filed:
6. NYS Assessment Score Sheet (grades 3-6)
7. Team Meeting Notes
8. Progress Reports (Fall, Winter, Spring)
9. Exit Benchmark Scores/Data (K-6)

Edinburg Common School
RTI Initial Referral/Data Collection Form
Grades 4-6

Student Name: _____ Date: _____
Date of Birth: _____ Grade: _____
Referring Teacher: _____ Days Absent to Date: _____
Parent Contact Dates (must have at least two): _____
Parent Response to Concerns:

Please check the standard areas of concern:

- | | |
|-------------------------|-----------------------|
| ___ Reading | ___ Math |
| ___ Writing | ___ Spelling |
| ___ Science | ___ Social Studies |
| ___ Speech and Language | ___ Fine Motor Skills |
| ___ Gross Motor Skills | ___ Behavior |

Student History

- A. Scores on State Assessment: _____
B. Scores on Benchmark Assessments (other than state): _____
C. Scores on Unit Tests: _____
D. Student History: Has the child had any of the following checked? Vision Hearing
General Physical
E. Known Medical Problem: _____
F. Student Services: O.T. P.T. Speech Counseling Homework Help
G. Previously Retained Grade Retained _____
H. Previously in RTI Grade _____ ELA Math Behavior
I. Lives with someone other than parent Relation: _____
J. Single Parent household
K. Death or Loss in immediate family Relation: _____
L. Child discusses drugs or alcohol use in home

Entry Criteria: Please check all that apply

- ___ Academic Achievement/Progress below average
___ Poor attendance record
___ Grades below passing
___ Homework completion poor
___ NYS Assessment results

RTI Requested For:

- ___ Attendance
___ Behavior (attach Tier II/III chart)
___ Health
___ Math
___ ELA

<input type="checkbox"/> Classroom Assessment results <input type="checkbox"/> Spelling <input type="checkbox"/> Failing more than one subject <input type="checkbox"/> Related Service Provider Recommendation <input type="checkbox"/> Student Progress is in need of improvement <input type="checkbox"/> Behavioral concerns <input type="checkbox"/> Social Adjustment Concerns <input type="checkbox"/> Parent Request <input type="checkbox"/> Other reason(s) for referral:	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Superintendent's Initials <input type="checkbox"/> RTI Coordinator's Initials
---	--

(over)

Directions: If you have observed the behavior or action, please place a check next to the statement (any behavior must be observed).

Phonemic awareness and word recognition (E)	Writing a response using appropriate format, supporting with relevant and specific details and demonstrating logical and clear organization (SS)
Reading with fluency (E)	Interpreting maps and graphs (E, SCI, M, SS)
Reading comprehension (E)	Following written directions (E, M, SCI, SS)
Learning vocabulary (E,SCI, SS)	Following oral directions (E, M, SCI, SS)
Reading for relevant information and differentiating the relevant from the irrelevant (E,SS)	Classifying and describing objects and events (e.g., according to their taxonomic properties) (SCI)
Making connections from text(s) (E)	Linking relevant math processes with relevant computational operations (M)
Compare/contrast relevant information from text(s) (E)	Recognizing patterns and constructing generalizations (M)
Analyzing relevant informations from text(s) (E, SS, SCI)	Solving problems of multiple representation (ex: model, equation, etc.) (M)
Synthesizing ideas from text(s) and prior knowledge to develop a thesis (E, SS, SCI)	Recognizing validity of answers (M)
Expository writing (E, SS, SCI)	Proportional reasoning (M)
Narrative writing (E, SS, SCI)	Solving math word problems (M)
Argumentative writing (E, SS, SCI)	Explaining mathematical processes in writing (M)
Note taking (E, SS, SCI, M)	Explaining mathematical processes verbally(M)
	Explaining mathematical processes in writing (M)
Listening comprehension (E, SS, SCI, M)	Fractional reasoning (M)
Multiplication fluency (M)	Division fluency(M)
Subtraction fluency(M)	Addition fluency (M)

		Number sense (ordering) (M)	
Instructional Reading Level		Number sense (comparing) (M)	
Fluency:	Accuracy:	Comprehension:	

Tier I Data Attached:

- Classroom Interventions
- Tier I Behavior Chart (if applicable)
- Benchmark Assessment(s) (applicable subject area)
- Student work samples

Edinburg Common School
RTI Initial Referral/Data Collection Form
Grades K-3

Student Name: _____ Date: _____
Date of Birth: _____ Grade: _____
Referring Teacher: _____ Days Absent to Date: _____
Parent Contact Dates (must have at least two): _____
Parent Response to Concerns:

Please check the standard areas of concern:

- | | |
|-------------------------|-----------------------|
| ___ Reading | ___ Math |
| ___ Writing | ___ Spelling |
| ___ Science | ___ Social Studies |
| ___ Speech and Language | ___ Fine Motor Skills |
| ___ Gross Motor Skills | |

Student History

- A. Scores on State Assessment: _____
B. Scores on Benchmark Assessments (other than state): _____
C. Unit Tests: _____
D. Student History: Has the child had any of the following checked? Vision Hearing
General Physical
E. Known Medical Problem: _____
F. Student Services: O.T. P.T. Speech Counseling Homework Help
G. Previously Retained Grade Retained _____
H. Previously in RTI Grade _____ ELA Math Behavior
I. Lives with someone other than parent Relation: _____
J. Single Parent household
K. Death or Loss in immediate family Relation: _____
L. Child discusses drugs or alcohol use in home

Entry Criteria: Please check all that apply

- ___ Academic Achievement/Progress below average
___ Poor attendance record
___ Grades below passing
___ Homework completion poor
 Spelling

RTI Requested For:

- ___ Attendance
___ Math
___ ELA
 Reading Writing

<input type="checkbox"/> NYS Assessment results	<input type="checkbox"/> Health
<input type="checkbox"/> Classroom Assessment results	
<input type="checkbox"/> Failing more than one subject	
<input type="checkbox"/> Related Service Provider Recommendation	<input type="checkbox"/> Superintendent's Initials
<input type="checkbox"/> Student Progress is in need of improvement	
<input type="checkbox"/> Behavioral concerns	<input type="checkbox"/> RTI Coordinator's Initials
<input type="checkbox"/> Social Adjustment Concerns	
<input type="checkbox"/> Parent Request	
<input type="checkbox"/> Other reason(s) for referral:	

Directions: If you have observed the behavior or action, please place a check next to the statement (any behavior must be observed).

phonemic awareness (E)	identifying numbers (M)
Word recognition (E)	Sequencing numbers (M)
letter recognition (E)	Comparing numbers (M)
Sound recognition (E)	understanding numbers in different forms (i.e. standard form, picture form, word form, expanded notation) and/or place value(M)
reading comprehension (E, M, SCI, SS)	adding 1-3 digit numbers with or without regrouping (M)
reading with fluency (E)	Subtracting 1-3 digit numbers with or without regrouping(M)
sight words (E)	explaining their mathematical thinking verbally (M)
content area vocabulary (E,SCI,SS)	telling time to the _____ using an analog clock (M)
reading strategies (chunking, skipping, stretching each sound, picture clues) (E)	identifying sets of coins to _____ (M)
Proper spacing between letters and words (E, SCI, SS)	Adding money amounts to _____ (M)
Proper letter formation (E)	identifying the operation needed to correctly solve word problems or problems involving multiple steps/operations (M)
creative writing (E)	identifying shapes and their attributes(M)
writing a response using appropriate format, supporting with relevant and specific details and demonstrating logical and clear organization (ELA, SS)	Student lacks fluency with addition (M)

reading for relevant information and differentiating the relevant from the irrelevant (E,SS)	Student lacks fluency in subtraction (M)	
recognizing organizational patterns in writing (E)	Student lacks fluency in multiplication (M)	
Utilizing organizational patterns in writing (E)	Student lacks fluency in division (M)	
understanding or following oral directions (E,M,SCI, SS)	fractional reasoning(M)	
Understanding or following written directions (E, M, SCI, SS)	linking relevant math processes with relevant computational operations (M)	
comparing/contrasting issues and events (SS)		
Analyzing issues and events (SS)		
Evaluating issues and events (SS)		
	Other:	
Instructional Reading Level:		
Fluency: Accuracy:		
Comprehension:		

Tier I Data:

- Classroom Interventions
- Benchmark Assessment(s) (applicable subject area)
- Student work samples

EDINBURG COMMON SCHOOL
Response to Intervention (RTI)
Grades K-6

Dear Parent/Guardian:

Date:

Your child, _____, has been identified as needing help with:

- English/Language Arts Social Studies
 Mathematics Science

This decision is based upon the following achievement/behavior factors:

- | | |
|--|--|
| <input type="checkbox"/> Benchmark Assessment | <input type="checkbox"/> NYS Science Exam (given to grade 5, but not assessed in 2023) |
| <input type="checkbox"/> Classroom Performance/Report Cards | <input type="checkbox"/> Behavioral Referral |
| <input type="checkbox"/> NYS Math Exam (given to grades 3-6) | <input type="checkbox"/> Functional Behavior Assessment |
| <input type="checkbox"/> NYS ELA Exam (given to grades 3-6) | <input type="checkbox"/> Attendance |
| | <input type="checkbox"/> Previous School Records |

Your child's score and/or class work indicate your child is not making satisfactory progress. In order to help your child improve in basic skills, we will be providing additional services. These services may be provided through extra help during the school day, before school, after school, and/or in small group instruction. Instruction will be designed to meet the particular needs of your child.

Your child's interventions will be periodically evaluated by the RTI Team. As parents, you can help your child by reviewing homework and by reading together every night.

If you have any questions about Response to Interventions, your child's progress, or wish to refuse entrance into RTI, please contact your child's intervention teacher.

Sincerely,

Michelle L. Ellis, Superintendent
EDINBURG COMMON SCHOOL
Response to Intervention (RTI)
Grades K-6

Dear Parent/Guardian:

Date:

Your child, _____, has been **exited** from RTI in the following areas:

- | | | |
|--|---|--|
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Social Skills |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Behavior |

This decision is based upon the following achievement factors:

- | | |
|--|---|
| <input type="checkbox"/> Final grade in subject area (80 or above) | <input type="checkbox"/> Change in Curriculum/Placement
____ Retention ____ CSE ____ Other |
| <input type="checkbox"/> NYS ELA Exam (given to grades 3-6) | <input type="checkbox"/> Meets grade level social expectations |
| <input type="checkbox"/> NYS Math Exam (given to grades 3-6) | <input type="checkbox"/> Meets grade level benchmark/curriculum
based measurements (K-6) |
| <input type="checkbox"/> NYS Science Exam (given to grade 5, but not assessed in 2023) | |
| <input type="checkbox"/> Parallel Assessments | <input type="checkbox"/> Meets grade level behavior expectations |

If you have any questions about RTI or about your child's removal from this program, please contact your child's intervention teacher.

Sincerely,

Michelle L. Ellis
Superintendent

ECS RESPONSE TO INTERVENTION GRADE LEVEL AND TEAM LEVEL MEETING

Student

Teacher

Date of RTI Meeting

RTI Meeting Attendees

ELA Tier

Math Tier

Student strengths and talents

Teacher's Data and Concerns

Select Target Teacher Concerns

1.

2.

Brainstorm (Suggested Interventions)

Teacher will

Intervention Goal 1

Intervention Goal 2

RTI Provider will

Intervention Goal 1

Intervention Goal 2

Methods for Progress Monitoring, Person Responsible, and Frequency

Teacher

RTI Provider

Documentation

Date

RTI Meeting Minutes Sent to Parent	
RTI Follow-up Minutes Sent to Teacher/RTI Provider	
Next RTI Meeting (Tier 3 Once a Month/Tier 2 Every 6 to 8 Weeks)	

ROLES OF TEAM MEMBERS AT THE RTI MEETING

FACILITATOR:

Opens the meeting by welcoming the referring teacher(s): describing what is to be accomplished at the meeting and how long the meeting will last per student.

Guides the team through the stages of the problem-solving process.

Checks for agreement between team members at important discussion points during the meeting.

Maintains control of the meeting (ensures that participants do not engage in side conversations, reminding the team to focus on its problem solving discussion sticking to the one or two main areas of concern and only on things that the school environment can control).

RECORDER:

Creates a record of the intervention meeting, including a detailed plan for intervention and progress monitoring.

Asks the team for clarification as needed about key discussion points, including phrasing of teacher “problem identification” statements and intervention descriptions.

The recorder also records key information in School Tools.

TIMEKEEPER:

Monitors time allocated at each stage of the meeting and informs members when that time has expired.

REFERRING TEACHER/TEACHERS:

Reviews reason for the referral - prioritize to top 1-2 concerns

Share communication with parents

Answers questions of the team

Provides progress monitoring data including length of interventions and results

Provides student work samples directly related to the priority concerns (1-2)

Provides student strengths/assets to the team

RESPONSE TO INTERVENTION GRADE LEVEL AND TEAM LEVEL MEETING PROTOCOL

1. Student strengths and talents
 2. Teacher's review of data and concerns
 3. Ask clarifying questions (Narrow to one or two biggest concerns for focus)
 4. Brainstorm - Suggested interventions
 5. Develop Action Plan
 - Measurable Goals
 - Progress monitoring required
 - Review Data in 2, 4, 8 or 16 weeks
 - Set next meeting date
 - Enter action plan into School Tools
-

-
Recommended Time Allocations

Items 1&2 = 5 minutes

Items 3&4 = 5 minutes

Item 5 = 5 minutes

Total 15 minute meeting per student

RtI Meeting Minutes Release

Form

Student Name	Parent Signature	Date

