

*HUNTINGTON
UNION FREE SCHOOL DISTRICT*



Response to Intervention

Resource Manual

Introduction to RtI

Response to Intervention (RtI) is an organized way to provide intervention resources efficiently. It allows schools to provide high quality instruction and interventions that is matched to the needs of each student. RtI allows educators to provide more intensive, individualized support to struggling learners. It is a diagnostic system that provides evidence for any learning delays or disabilities if students are not progressing with their peers. This includes frequent progress monitoring and application of student data. RtI uses a systematic approach that applies strategies and targeted instruction.

Federal Basis

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), schools are authorized to use scientific, research-based intervention methods in order to determine a student's eligibility for special education services.

RtI is considered one of these methods. It is a scientific, research-based intervention system. It provides a framework for identifying and matching best instructional practices to individual student needs.

This works in tandem with the No Child Left Behind Act of 2001 (NCLB). If a child consistently fails to progress academically despite research based classroom interventions, the child can become federally eligible for special education services.

State Basis

By July 1, 2012, every school district in New York State must have an RtI process implemented for Kindergarten through Grade 4 in reading.

RtI is one of NYS's criteria for determining whether a student has a learning disability and is thereby, eligible for special education services. A student's underachievement must not be due to:

- Limited English proficiency
- Lack of appropriate reading instruction
- Lack of appropriate math instruction

RtI data can be used to determine student's disability and help educators pinpoint how students can overcome learning difficulties.

RtI Vision Statement

RtI is the school district's model to improve systems of support for struggling learners. It is the school's initiative to ensure that all general education students are receiving the most effective academic instruction and behavioral interventions.

Benefits of RtI

This is a means to help quickly and reliably identify the learning difficulties that can put students at risk for educational failure. RtI can improve communication between school and home by sharing researched based data so teachers and parents can confer and collaborate on a frequent basis about a student's progress.

RtI Essential Components

- Early identification of individual student needs
- Research-based, scientifically validated instruction methods, and interventions
- Screening, diagnostics, and progress monitoring in order to inform instruction and intervene when necessary.

Every RtI program must contain the following

- An assessment plan that is comprehensive
- Resources that are organized into tiers
- High quality professional development
- Data collected to be used for the purpose of documentation and evaluation

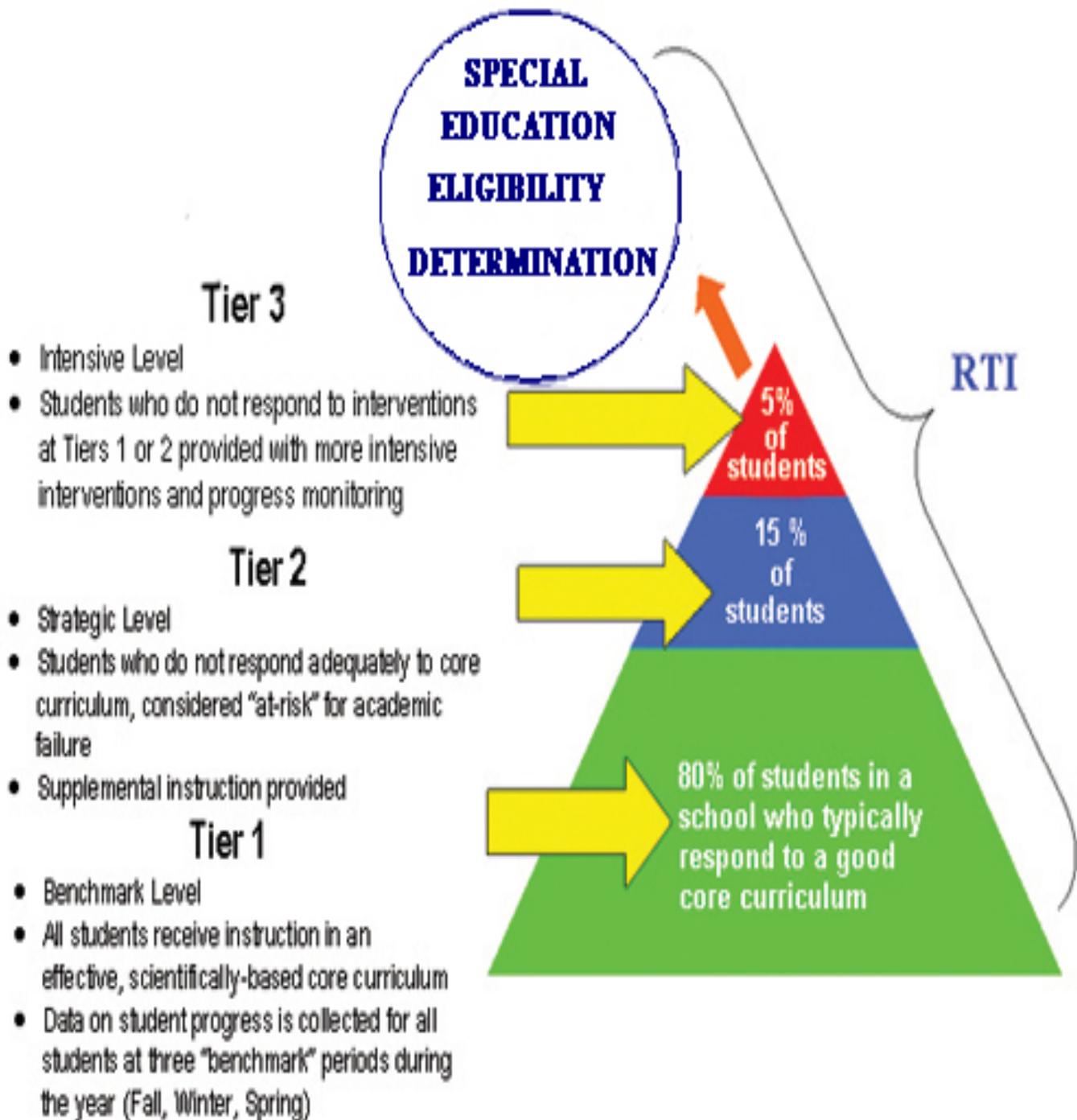
Parent Involvement in RtI

Involving parents at all phases is a key aspect of a successful RtI process (Appendix A). Parent support of their child's education increases the likelihood of success. A summary of home-school collaboration research lists the demonstrated benefits of these partnerships for not only students, but for teachers and parents (Esler, Godber & Christenson, 2002).

Schools should provide parents with written information about its RtI program and be prepared to answer questions about the RtI processes (Appendix B). When parents are made aware of the whole process and then are notified that their child is in need of intervention, they understand this means extra help for their child. It is highly recommended that parents be notified about the need for Tier 2 and/or Tier 3 interventions (Appendix C&D). A formal parent notification letter of student's inclusion in Tier 2 or 3 intervention programs should be made, and in fact, the parent should be considered for inclusion during the problem solving process. A Student RtI Team conference is held as a student's involvement in RtI increases. Decisions related to tier placement or the nature of individual progress monitoring will be made by the "Team." At the Team meeting, the teacher providing the intervention shares on-going progress monitoring information. The parent can be instrumental in intervention planning as a team member.

Because RtI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screening, CBMs, and targeted diagnostic assessments within a multi-tiered RtI system when these tools are used to determine instructional need. However, when a student fails to respond to increasingly intensive Tier 2 and Tier 3 interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

Academic Multi-Tier Model



Response to Intervention
TIER Descriptions

Tier I

General education setting: Teachers deliver instruction to all students. For those students scoring in the *below average* range (25th - 49th percentile), teachers should immediately begin documenting and using evidence based strategies in the classroom to support these students. This would typically consist of small group re-teaching, additional drills in math or reading fluency and/or comprehension skills.

Are routine classroom modifications enough to help students achieve academic progress?

Tier II

If a student fails to progress with *Tier I interventions* in place, a student will be moved to Tier II interventions. Interventions are more individualized, focusing on the individual needs of a struggling learner. This is more intensive instruction in a small group setting inside or outside the classroom, generally two to three times per week for students that fall within the 11th - 24th percentile. Classroom teacher progress monitors students' bi-weekly using grade level target. Quarterly meetings are set up with the SBIT to review student progress.

Will an individualized plan to intervene in a general education setting move the student up academically to a level of their peers?

Tier III

Most intensive academic support: This is for students with chronic and severe academic delays. This is intensive instruction in a small group setting outside the classroom, generally four to five times per week, for students that fall within the 0 - 10th percentile. Baseline data is collected by the pull-out provider using survey level assessments to determine where student is functioning at 25% or higher. Classroom teacher progress monitors students weekly at the grade level *above* the student's functioning level. Meetings are set up with the SBIT after six-eight data points are collected to review student progress.

What types of ongoing supports does this student need to facilitate the greatest success?

District Wide RtI Forms

- IST Referral Form- Primary
- IST Referral Form- Intermediate
- RtI Parent Notification Form- English
- RtI Parent Notification Form- Spanish
- IST Tracking Sheet
- RtI Exit Letter- English/Spanish

Huntington Union Free School District

Initial IST Referral Form - Primary

Student: _____ School: _____ Grade: _____

Teacher: _____ DOB: _____ Date: _____

Current Supports: Math _____ Reading _____ Speech _____ ENL _____ Mental Health _____

Assessment of Academic Skills: (A - Average, BA - Below Average, WBA - Well Below Average)

Reading

- _____ Phonemic Awareness
- _____ Phonics
- _____ LNF/LSF Fluency
- _____ Oral Reading Fluency
- _____ Vocabulary
- _____ Comprehension

Mathematics

- _____ Word Problems/Vocab.
- _____ Computation
- _____ Memory of Facts
- _____ Understanding Concepts
- _____ Problem Solving
- _____ Number Sense

Writing

- _____ Generates sentences
- _____ Development of ideas
- _____ Organization
- _____ Punctuation
- _____ Grammar
- _____ Legibility/Spacing

Please describe in detail any areas below average and well below average:

Behavior(s) of Concern (check those that you feel apply and describe):

Behavior:

Describe:

- | | |
|-------------------------------------|-------|
| _____ Listening | _____ |
| _____ Following directions | _____ |
| _____ Participation in small groups | _____ |
| _____ Participation in large groups | _____ |
| _____ Task Completion | _____ |
| _____ Social Skills | _____ |

Current Student Data: (Attach Historical and Progress Monitoring graphs)

Literacy Measures:

LNF: _____ LSF: _____ R-CBM: _____ Maze: _____

Guided Reading Level: _____

Progress Monitoring Frequency: Weekly: _____ Bi-Weekly: _____ Grade Level: _____

Math Measures:

NIM: _____ M-Comp: _____ * M-Cap: _____ OCM _____

QD _____ MM _____

Progress Monitoring Frequency: Weekly: _____ Bi-Weekly _____ Grade Level: _____

Student's Strengths:

Parent Contact History:

Date	Form of Contact	Description

Educational History

Is absenteeism or lateness a problem? Yes ___ No ___ If yes, number of absences _____
Has the student attended other schools? Yes ___ No ___ If yes, list school(s) and grade level(s) _____
Has the student been referred to the IST before? Yes ___ No ___ If yes, list date _____
Was the student previously in DL? Yes ___ No ___ Is the student currently in DL? Yes ___ No ___
Does the student have a 504 plan? Yes ___ No ___
Notable Health Concerns? _____

For Students Whom Language is Other than English

How long has the student been going to school in the USA? _____
ENL Level: _____ Dominant Language: _____
Has there been a gap in the student education? Yes ___ No ___ If yes, for how long? _____

On the following page, please check all Tier I interventions along with how long the intervention has been in place & describe the outcomes.

Pacing:

- Extended Time
- Break Offered
- (frequency _____/activity _____)

Environment:

- Preferential Seating
- Alternative Seating
- (explain: _____)
- Reduce distraction
- (explain: _____)

Presentation of Material:

- Multiple teaching styles
- (Auditory, Visual, Tactile, Kinesthetic)
- Small group instruction
- (content area: _____)
- Directions read and simplified
- Use of manipulatives
- Pre-Teach concepts
- High Frequency Word List
- Oral cues/prompts

Materials:

- Study Guides
- Assistance in note taking/HW
- Use of laminated materials
- Use of calculator/ Flash Cards
- Use of graphic organizers
- Use of line tracker
- Use of Math Reference Charts

Assignments:

- Steps provided/Chunking
- Checklist provided
- Differentiated reading level
- Modified assignments/homework

Reinforcement & Follow Through:

- Use of positive reinforcement
- Check for understanding
- Peer Tutoring
- Cooperative Learning Experiences
- Immediate Feedback
- Directions repeated
- Re-Teaching concepts
- Self-Monitoring Check Lists

Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome?

**Current Tier II Academic Interventions: (2 - 3 days per week)
(RtI Reading, RtI Math, Successmaker, Behavioral Chart, Mental Health Support)**

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

**Current Tier III Academic Interventions: (4-5 days per week)
(I.E. : Pull-Out Guided Reading, Horizons, Foundations Double Dose, Do The Math, Successmaker)**

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

Huntington Union Free School District

IST Initial Referral Form – Intermediate

Student: _____ School: _____ Grade: _____

Teacher: _____ DOB: _____ Date: _____

Current Academic Profile: RtI Math _____ RtI Reading _____ ENL _____ Mental Health _____ DL _____

Assessment of Academic Skills: *(A-Average or Above, BA-Below Average, WBA-Well Below Average)*

Reading

- _____ Oral Reading Fluency
- _____ Comprehension
- _____ Vocabulary
- _____ Decoding

Mathematics

- _____ Problem Solving
- _____ Computation
- _____ Memory of Facts
- _____ Understanding Concepts

Writing

- _____ Sentence Structure
- _____ Development of ideas
- _____ Organization
- _____ Conventions

Please describe in detail any areas below average and well below average:

Behavior(s) of Concern (check those that you feel apply and describe):

Behavior:

Describe:

- _____ Listening _____
- _____ Following directions _____
- _____ Participation in small groups _____
- _____ Participation in large groups _____
- _____ Task Completion _____
- _____ Social Skills _____

Current Student Data: (Attach Historical and Progress Monitoring graphs)

RCBM: _____ **Maze:** _____
 Progress Monitoring Frequency: Weekly _____ Bi-Weekly: _____ Grade Level: _____

M-Comp: _____ **M-Cap:** _____
 Progress Monitoring Frequency: Weekly _____ Bi-Weekly: _____ Grade Level: _____

Parent Contact History:

Date	Form of Contact	Description

Educational History

Is absenteeism or lateness a problem? Yes ___ No ___ If yes, number of absences _____
Has the student attended other schools? Yes ___ No ___ If yes, list school(s) and grade level(s) _____
Has the student been referred to the IST before? Yes ___ No ___ If yes, list date _____
Was the student previously in DL? Yes ___ No ___ Is the student currently in DL? Yes ___ No ___
Does the student have a 504 plan? Yes ___ No ___
Notable Health Concerns? _____

For Students Whom Language is Other than English

How long has the student been going to school in the USA? _____
ENL Level: _____ Dominant Language: _____
Has there been a gap in the student education? Yes ___ No ___ If yes, for how long? _____

Please check all Tier I interventions along with how long the intervention has been in place & the outcome:

Pacing:

- ___ Extended Time
- ___ Break Offered
(frequency _____/activity _____)
- ___ Completion Charts
- ___ Duration Maps

Environment:

- ___ Preferential Seating
- ___ Alternative Seating
(explain: _____)
- ___ Reduce distraction
(explain: _____)
- ___ Positive peer reporting
- ___ Class Dojo

Presentation of Material:

- ___ Multiple teaching styles
(Auditory, Visual, Tactile, Kinesthetic)
- ___ Small group instruction
(content area: _____)
- ___ Directions read and simplified
- ___ Use of manipulatives
- ___ Pre-Teach concepts
- ___ High Frequency Word List
- ___ Oral cues/prompts

Materials:

- ___ Study Guides
- ___ Assistance in note taking/HW
- ___ Use of laminated materials
- ___ Use of calculator/ Flash Cards
- ___ Use of graphic organizers
- ___ Use of line tracker
- ___ Use of Math Reference Charts

Assignments:

- ___ Steps provided/Chunking
- ___ Checklist provided
- ___ Differentiated reading level
- ___ Modified assignments/homework

Reinforcement & Follow Through:

- ___ Use of positive reinforcement
- ___ Check for understanding
- ___ Peer Tutoring
- ___ Cooperative Learning Experiences
- ___ Immediate Feedback
- ___ Directions repeated
- ___ Re-Teaching concepts
- ___ Self-Monitoring Check Lists

Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome

Current Tier II Academic Interventions: (2-3 days per week)
(RtI Reading, RtI Math, Successmaker, Behavioral Chart, Mental Health Support)

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

Current Tier III Academic Interventions: (4-5 days per week)
(LLI, Read 180, Corrective, Do The Math, Family Service League)

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

[Place on School Letterhead]

Response to Intervention Notification

Date: _____

Dear Parent/Guardian of: _____

As part of district-wide efforts to improve student achievement, all Huntington Union Free School District students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in English Language Arts and/or Math. Response to Intervention (RtI) is a system of providing support services based on individual student needs.

On the universal screening, your child did not meet the expected range for his/her grade level for the most current benchmark assessment(s). To better meet your child's needs, our school will begin providing your child with supplemental and/or small group instruction as indicated below:

Service	Frequency	Intervention Specialist

Your child will be involved in a level of intervention in which teacher(s) use differentiated instructional strategies and/or interventions. The teacher(s) track(s) your child's progress over time to monitor his/her success, and you will be periodically notified about your child's performance. The intervention specialist(s) will be working with your child's classroom teacher to ensure continuity of the curriculum.

If you have any questions about the process, please do not hesitate to contact your child's classroom teacher or the intervention specialist(s) listed above.

Respectfully,

Building Principal Signature

[Place on School Letterhead]

Notificación de la Respuesta a la Intervención

Fecha: _____

Estimados padres/tutores de: _____

Como parte de los esfuerzos del distrito para mejorar los logros estudiantiles, todos los estudiantes del distrito escolar de Huntington reciben evaluaciones breves o evaluaciones universales tres veces al año (otoño, invierno, primavera) para medir su progreso en el currículo a lo largo del tiempo. Se proporcionarán intervenciones (apoyo adicional) según sea necesario para todos los estudiantes que no alcanzaron los niveles de logro esperados en artes del lenguaje de inglés y / o matemáticas. La Respuesta a la Intervención (RtI según sus siglas en inglés) es un sistema de prestar servicios de apoyo en función de las necesidades individuales de los estudiantes.

En la evaluación universal, su hijo no alcanzó el rango esperado para su nivel de grado para la evaluación de referencia más reciente. Para satisfacer mejor las necesidades de su hijo, nuestra escuela comenzará a proporcionarle instrucción complementaria y / o en grupos pequeños a su hijo como se indica a continuación:

Servicio	Frecuencia	Especialista de intervención

Su hijo paRticipará en un nivel de intervención en el que el/los maestro(s) usarán estrategias de enseñanza y / o intervenciones diferenciadas. Los maestros anotan el progreso de su hijo a lo largo del tiempo para ver su éxito, y se le notificará periódicamente sobre el rendimiento de su hijo. El (los) especialista(s) de intervención trabajarán con el maestro de la clase de su hijo para garantizar la continuidad del plan de estudios.

Si tiene alguna pregunta sobre el proceso, no dude en ponerse en contacto con el maestro de la clase de su hijo o con el especialista en intervención que se menciona más arriba.

Atentamente,

Huntington Union Free School District IST Tracking Sheets

Student: _____

Grade: _____

Date: _____

School: _____

I. Goals

Goal 1:

Interventions/Strategies: (Scientifically Research-based Academic and Behavioral Interventions)

How Measured:

Goal 2:

Interventions/Strategies: (Scientifically Research-based Academic and Behavioral Interventions)

How Measured:

Goal 3:

Interventions/Strategies: (Scientifically Research-based Academic and Behavioral Interventions)

How Measured:

II. Notes

RtI Exit Letter

School Heading

Date: _____

Dear Parent/Guardian of: _____

Your child received Response to Intervention services in the area of _____. At this time, your child has met grade level expectations and will discontinue support from an intervention specialist outside the classroom. The classroom teacher will provide interventions and strategies as well as monitor your child's progress.

We are committed to providing excellent services to all students. If you have any questions, please contact your child's classroom teacher.

Sincerely,

Building Principal Signature

Fecha: _____

Estimados padres/tutores de: _____

Su hijo recibió servicios de la Respuesta a la Intervención en el área de _____. En este momento, su hijo ha cumplido con las expectativas de nivel de grado y discontinuará el apoyo de un especialista de intervención fuera del salón de clase. El maestro del salón de clase regular proporcionará intervenciones y estrategias, así como también supervisará el progreso de su hijo.

Nos comprometemos a brindar servicios excelentes a todos los estudiantes. Si tiene alguna pregunta, comuníquese con el maestro de la clase de su hijo.

Atentamente,