



## RESPONSE TO INTERVENTION

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In accordance with the Response to Intervention Guidance for New York State School Districts (October 2010), the Board of Education of the City School District of New Rochelle establishes Response to Intervention (RtI) as a District-wide system of providing high quality, research-based instructional and behavior interventions to meet the diverse needs of all learners. RtI is delivered to all students in the general education setting by qualified personnel. According to the NYS Guidance for Response to Intervention (2010):

“RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, 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 for students with learning disabilities” (Response to Intervention: Guidance for New York State School Districts, October 2010, pg.1)

An effective RtI model is designed to improve outcomes for all students. The following are the basic components of the RtI process:

- All students (K-12) will receive scientific, research-based, differentiated core instruction in reading and mathematics.
  - Reading instruction in K-5 must include “explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, fluency, and comprehension”;
  - Mathematics instruction in K-5 includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability;
  - The core reading program in K-5 must be scheduled for an uninterrupted 90-minute block of instruction daily;
- Universal screening will be conducted three times each academic year (fall, winter, spring) to identify students who are not making academic progress at the expected rate;
- RtI is a three-tiered approach. Students will receive research-based interventions matched to their targeted needs.
  - Tier 1 is the core differentiated instructional and behavior program provided to all students by the general education teacher in the general education classroom.
  - Tier 2 intervention is small group supplemental instruction for 10-15% of the students who are not adequately responding to Tier 1 instruction. This



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supplemental intervention is provided **in addition to**, and not in place of, the Tier 1 core instruction.

- Tier 3 is more intensive instruction provided to students who are not adequately responding to instruction in Tiers 1 and 2. Like Tier 2, Tier 3 instruction is provided **in addition to**, and not in place of, the core instruction provided in the general education classroom.
- Repeated assessments, known as progress monitoring, utilizing curriculum-based measurements (CBMs) will take place to determine whether the student is responding to the research-based instructional strategies and interventions, and is making progress towards age- or grade-level standards. “When monitoring the progress of LEP/ELL students, ‘the expected rate of progress takes into account linguistic considerations such as the student’s [native and second] language proficiency, stage of second language acquisition, [and] type of language instruction. The student’s progress [is compared with] levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the intervention.’ (Garcia & Ortiz, 2008)” (Response to Intervention: Guidance for New York School Districts, October, 2010, pg. 21-22).
- “An RtI implementation plan should include strategies for evaluation of implementation fidelity and effectiveness of the model from initial steps forward. Strategies should include both annual summative evaluations to describe progress over the year and formative evaluation during each year to allow adjustment to the RtI process if it becomes apparent that elements of the model are not being implemented accurately or are not having the desired impact.” (Response to Intervention: Guidance for New York State School Districts, October, 2010, pg. 44).
- Each school will establish a building-wide instruction and behavior support team that will establish at-risk criteria, review screening data, and make decisions related to student performance and interventions.
- Culturally-responsive instruction will be provided that takes into account cultural knowledge, experiences, learning styles of students from diverse backgrounds. Multicultural information, resources and materials will be used in the classroom.
- “Parents of all students should be notified of school-wide screening results. In addition, parents of students who are identified as at-risk and who will be provided supplemental intervention must receive written notification, consistent with section 100.2(ii)(vi) of the Regulations of the Commissioner of Education which includes the:



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- Amount and nature of data that will be used to monitor a student's progress;
- Strategies to increase the student's rate of learning; and
- Parent's right to refer the student for special education services." (Response to Intervention: Guidance for New York State School Districts, October 2010, pg. 10)

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

**District Level:** The City School District of New Rochelle will establish a District-wide Steering Committee comprised of administrators, board members, parents, general and special education teaching and support staff. This committee will establish guidelines for RtI implementation and will support building level data and problem solving teams.

**School Building Level:** Each school will establish a data inquiry team led by the Principal. That team will convene to conduct the following tasks:

- Review and analyze the data collected pursuant to this policy;
- Monitor school-wide benchmark data.

Each school will also establish an instructional and behavior problem-solving team that may comprise of any or all of the following: general education teachers, specialists such as the special education, reading, gifted coordinator, speech and language and ELL teachers, psychologist, and a building administrator. The team will convene to conduct the following tasks:

- Recommend changes in students' instructional programs based upon the analysis of the data;
- Make decisions regarding the appropriateness of the interventions implemented;
- Determine whether the intervention provided is research-based and is being implemented with fidelity consistent with the targeted area of need.
- Determine when and if a student is not making progress should be referred to the CSE.

### **Tiers of Intervention:**

“When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing



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features such as:

Size of instructional group,

Mastery requirements for content,

Frequency and focus of screening,

Duration of the intervention,

Frequency and focus of progress monitoring,

Frequency of intervention provided, and

The instructor's qualifications." (Response to Intervention: Guidance for New York State School Districts, October 2010, p. 12)

**Tier 1:** All students receive core curriculum and differentiated research-based instruction in reading and mathematics in the general education classroom provided by the general education teacher. Students in grades K-5 will receive explicit, systematic and research-based instruction in reading in a daily uninterrupted 90-minute block of instruction and mathematics. Students' progress is benchmarked three times per year. Students who are initially identified as at-risk on the universal screening may receive Tier 1 intervention and will be progress monitored for 5-6 weeks.

**Tier 2:** Students who fail to demonstrate adequate progress in reading and/or math as determined by benchmark data will be provided additional targeted supplementary interventions **in addition to** the core curriculum. Determination of which intervention will be provided is decided by the problem-solving process or by standard protocol treatment procedures. The targeted interventions are provided at a minimum three (3) times weekly for 30 minutes in a small group. Intervention results are progress monitored on a consistent basis but not less than every two (2) weeks. The recommended length of time that a student receives a tier 2 intervention will vary from nine (9) to thirty (30) weeks depending on the student's progress. Data results shall be documented and lead to the termination or continuation of the intervention including extension of the duration of the intervention at that tier or movement to a more intensive instructional approach. Students who display behaviors that interfere with academic progress will be provided with behavior intervention support, counseling, or social skill training. Behavior intervention data will be monitored on a consistent basis.

**Tier 3:** Students who fail to make adequate progress based on 6-8 data points as determined from progress monitoring for 6-10 weeks of Tier 2 intervention shall be provided with a Tier 3 intervention **in addition to** the core instruction. Tier 3 provides the student with more intensive, individualized intervention at least four (4) times a week for 30 to 60 minutes. Progress monitoring takes place at least once a week. Based on the review of data, the Building Level Team shall determine whether a Tier 3 student is making adequate progress to meet grade level



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standards. If the student does not make adequate progress despite implementation of a minimum of three (3) research based interventions in Tier 2 and 3, the team will consult with the Principal to consider a referral to the CSE. Upon the recommendation of the Principal that the student should be referred to the CSE, the team will initiate a referral without delay.

### Professional staff development

Staff assigned to provide students with research based reading and math interventions shall receive training on the specific intervention techniques and fidelity of implementation as well as assessment administration, data collection and visual charting of progress monitoring data. In addition, the “school district shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program” (Response to Intervention: Guidance for New York State School Districts, October 2010, Appendix pg. 2).

### Use of RtI in Determination of a Learning Disability

“Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student’s poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. Does not adequately achieve grade level standards in the areas of reading and/or mathematics;
2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;

or

(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;



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and

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance, cultural factors; environmental or economic disadvantage; or limited English proficiency.” (Response to Intervention: Guidance for New York State School Districts, October 2010, pg. 45)
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Policy  
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CITY SCHOOL DISTRICT OF  
NEW ROCHELLE  
New Rochelle, New York