

Red Hook Central School District Proposed Policy for Response to Intervention

Under the New York State Commissioner's Regulations of Parts 100, 117, and 200, the Board of Education of the Red Hook Central School District establishes Response to Intervention (Rti) as a K-12 school-wide system of providing high quality, research-based instructional and behavioral intervention 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 (University of the State of New York, the State Education Department (Oct. 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 (1).

An effective Rti model is a multi-tiered, early prevention continuum designed to improve outcomes for all students. The components of a comprehensive Rti model are outlined as follows:

- Rti is a three-tiered approach. Tier 1 is the core differentiated instructional and behavioral program provided to all students by the general education teacher in the general education classroom. Tier 2 intervention is typically small group (3-5 students) supplemental instruction for ten to fifteen percent of students who are not adequately responding to Tier 1 instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 3 intervention is designed for two to five percent of students who demonstrate insufficient progress in Tier 2. Like Tier 2, the more intensive instruction is provided in addition to and not in place of their core classroom instruction provided in the general education classroom.
- All K-12 students will receive rigorous, research-based, differentiated core instructional strategies and programs that prepare students to succeed in college and careers as is the goal of the Common Core State Standards.
- At the K-8 level, students must receive scientific research-based instruction in reading that includes "explicit and systematic instruction in phonemic awareness, phonics, vocabulary, reading fluency, including oral reading skills and reading comprehension strategies".
- At the K-5 level, the core reading program must be scheduled for an uninterrupted 90 minute block of instruction daily.
- Universal screening, which is conducted three times each academic year (fall, winter, spring) will identify students who are not meeting success academically. Screening instruments must be valid and reliable and aligned with grade-level

curriculum based on the NYS Learning Standards and the Common Core State Standards.

- RtI requires fidelity of implementation. According to the NYS Guidance document (Oct. 2010), fidelity of implementation means:

(1) intervention/instruction is delivered in the way in which it was designed to be delivered; (2) screening and progress monitoring procedures are administered in a standardized manner, and explicit decision model is followed; (3) instruction and interventions are implemented consistent with research or evidence based practice; (4) staff receive appropriate professional development and (5) administrators provide supervision and serve as instructional leaders (p. 42)

- Periodic checks, known as progress monitoring, will take place to determine if students are responding to the research-based instructional and behavioral strategies and interventions and are making progress towards age or grade-level standards.
- Initial screening and progress monitoring data inform decisions about the level and type of interventions needed to help individual students make progress. Schools typically implement small group interventions using either a standard protocol or a problem solving model or a combination of the two--hybrid (New York State RtI Guidance, p. 25). A standard protocol model involves the provision of a research validated intervention for a specific amount of time, duration and frequency (minutes per day, days per week, number of weeks) with small groups of students having similar needs (p. 25). A problem solving model involves an in depth analysis of skill deficits and instructional and behavioral variables that compromise a student's performance and achievement on New York State Learning Standards and the Common Core State Standards.
- Each school will develop a building-wide instructional and behavioral support team (RTI) to analyze data, identify the problem, examine variables that influence the problem, make decisions about targeted instructional and behavioral interventions, and conduct progress monitoring on a regular basis.
- Appropriate and sustained professional development about assessment tools and procedures, progress monitoring, screening, and instructional and behavioral strategies and interventions will be provided to staff to ensure fidelity of RtI implementation.
- As stated in the NYS RtI Guidance document, "a school district's process to determine if a student responds to scientific, research-based instruction shall include written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 - (1) The amount and nature of student performance data that will be collected and the general education services that will be provided

pursuant to the structure and components of the RtI program selected by RHCSD.

- (2) strategies for increasing the student's rate of learning; and
- (3) the parents' right to request an evaluation for special education programs and/or services" (p. 38).

In conclusion, this policy is aligned with the NYSED Commissioner's Regulatory Policy framework for RtI and it supports the district's mission which states the following:

The Red Hook Central School District shall develop in its students the knowledge, intellectual integrity, and social consciousness to prepare them to accept the obligations and opportunities found in a complex society. The District seeks to provide a challenging educational environment that fosters and rewards the values of respect, responsibility, honesty, integrity, and community service in all its members.