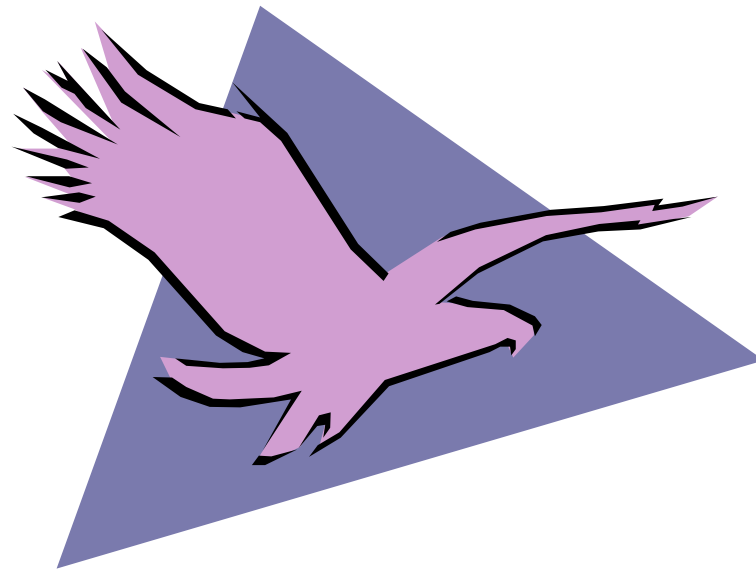


Friendship Central School
Response to Intervention
A Working Document
Updated June 22, 2017



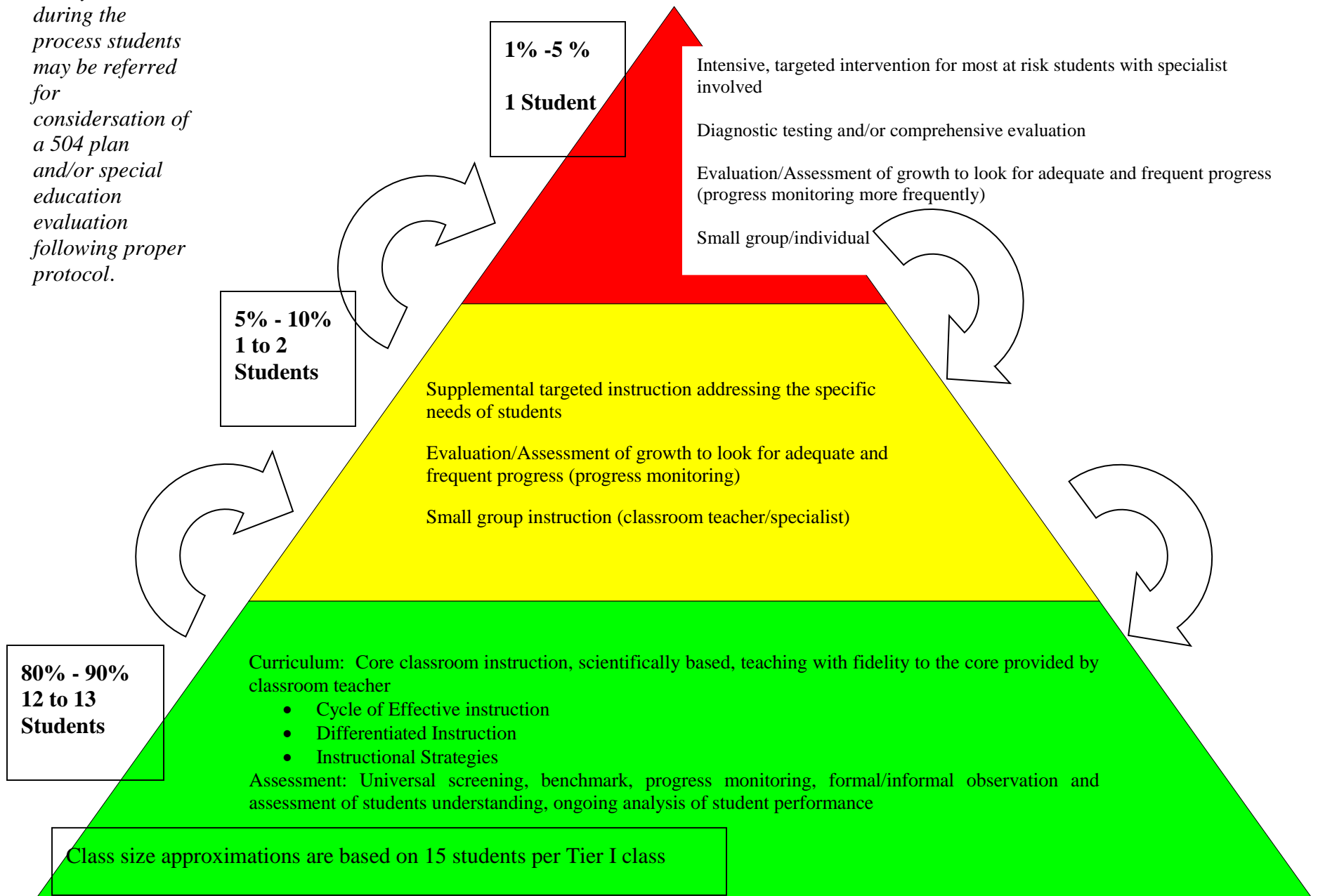
According to New York State Education Department, Response to Intervention (RtI) is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI is a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

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 data-driven decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children 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. RtI is an effective and instructionally relevant process to inform these decisions.

RtI *minimally* includes:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention**, arranged as tiers. This includes instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement that should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services. This could then determine the *possibility* of a referral for special education programs and/or services.
- **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 the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

At anytime during the process students may be referred for consideration of a 504 plan and/or special education evaluation following proper protocol.



Friendship Central School – Elementary K - 5

	Reading	Math	Behavior
<i>Tier I</i> <i>Curriculum materials</i>	<ul style="list-style-type: none"> • Reading Success For All -K-1 Roots • 2-5 Wonders • IReady (1x/week) 	<ul style="list-style-type: none"> • NYS Math modules • IReady 	<ul style="list-style-type: none"> • Marvin Marshall • Parent/Teacher Conference • Acknowledging positive behaviors
<i>Tier II</i>	<ul style="list-style-type: none"> • IReady (online lessons, printed) • Text Talk (K-3 vocab) • Read Naturally (vocab) • Word Warm-Ups • Fluency Formula • CORE Knowledge (K- 3 printed) • Intervention Central (website) • LiPS • EngageNY <p>www.engageny.org</p> <ul style="list-style-type: none"> • RTI teacher binder 	<ul style="list-style-type: none"> • Intervention Central • Touch Math • IReady lessons (printed, online) • RTI teacher binder • EngageNY <p>www.engageny.org</p>	<ul style="list-style-type: none"> • Parent Conference • Counseling • Second Step • Check In-Check Out • Individual behavior support classroom plan • Intervention Central • http://www.interventioncentral.org • RTI teacher binder
<i>Tier III</i>	<ul style="list-style-type: none"> • Voyager • Barton • Read Naturally • Intervention Central <p>www.interventioncentral.org</p> <ul style="list-style-type: none"> • Read Well (grade 1) • LiPS and Foundation in Sound 	<ul style="list-style-type: none"> • Touch Math • Learn Zillion • ConAcademy • RTI Binder 	<ul style="list-style-type: none"> • FBA • Possible BIP • Counselling • Intervention Central • Parent Communication
<i>Assessment</i>	<ul style="list-style-type: none"> • Universal screener - IReady • Benchmarking -DIBELS • Progress monitoring – DIBELS • Curriculum-based measurements • Diagnostics -CORE assessments • Wonders (2-5) • Grey Oral Reading 	<ul style="list-style-type: none"> • Universal screener - IReady • Benchmarking • Progress monitoring – Easy CBM • Diagnostics 	<p>Progress monitor using:</p> <ul style="list-style-type: none"> • Self-report checklist • Teacher behavior tracking forms (see appendix) • Discipline referrals • Attendance

Friendship Central School – Grades 6 -8

	Reading	Math	Behavior
<i>Tier I</i> <i>Curriculum materials</i>	<ul style="list-style-type: none"> • NYS ELA modules www.engageny.org/english-language-arts • Peer Assisted Learning Strategies (PALS) 	<ul style="list-style-type: none"> • NYS math modules www.engageny.org/mathematics 	<ul style="list-style-type: none"> • Code of Conduct • Classroom • Rules/Expectations • Character Education • RTI team binder
<i>Tier II</i>	<ul style="list-style-type: none"> • IReady (online lessons, print materials) • Teaching specific strategy to address target deficit • RTI teacher binder • Word Warm-Ups • Fluency Formula 	<ul style="list-style-type: none"> • IReady (online lessons, print materials) • RTI teacher binder 	<ul style="list-style-type: none"> • Parent Conference • Counseling • Check In-Check Out • Individual behavior support classroom plan • Intervention Central • RTI teacher binder
<i>Tier III</i>	<ul style="list-style-type: none"> • IReady • Intervention Central www.interventioncentral.org 	<ul style="list-style-type: none"> • IReady (online lessons, print materials) • Intervention Central www.interventioncentral.org 	<ul style="list-style-type: none"> • FBA • Possible BIP • Counselling • Intervention Central www.interventioncentral.org • Parent Communication
<i>Assessment</i>	<ul style="list-style-type: none"> • Easy CBM • IReady 	<ul style="list-style-type: none"> • Easy CBM • IReady 	Progress monitor using: <ul style="list-style-type: none"> • Self-report checklist • Teacher behavior tracking forms (see appendix) • Discipline referrals • Attendance

Friendship Central School K-5 Reading - Response to Intervention

	Tier 1	Tier 2	Tier 3
Instructional Organization	<ul style="list-style-type: none"> Flexible, homogenous, small group instruction at student reading level 	<ul style="list-style-type: none"> Small group (3-5) Teacher-led, explicit instruction Opportunities for review and practice 	<ul style="list-style-type: none"> Small group (2-3) or individual Teacher-led, explicit, intense, differentiated instructional Multisensory approaches Pre-teaching Re-teaching
Instructor	<ul style="list-style-type: none"> Highly qualified teacher 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed
Time	<ul style="list-style-type: none"> 60 - 90 minutes 	<ul style="list-style-type: none"> 20 - 30 minutes 3 to 5 times/week 	<ul style="list-style-type: none"> 30-60 minutes in addition to Tier I minutes Minimum 4x/week
Setting	<ul style="list-style-type: none"> Classroom 	<ul style="list-style-type: none"> Appropriate setting within the classroom during intervention time 	<ul style="list-style-type: none"> Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher, or specialist(s) Tier III instruction in addition to tier II and I instructional time
Support	<ul style="list-style-type: none"> Monthly Meetings Professional development RTI team Use of paraprofessionals Community volunteers 	<ul style="list-style-type: none"> Monthly intervention meetings Professional Development RTI team 	<ul style="list-style-type: none"> Collaboration with specialists Professional Development Monthly intervention meetings RTI team
Timeline	<ul style="list-style-type: none"> Universal screener for all students – Iready 3x/year <ul style="list-style-type: none"> -first week of October -first week of February -first week of June Children flagged as yellow (II) or red (III) through universal screening will be given follow-up CBM for targeted instruction Classroom teacher to administer CBMs 	<ul style="list-style-type: none"> 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points 	<ul style="list-style-type: none"> CSE referral can be considered based on data 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points

Friendship Central School K-5 Math - Response to Intervention

	Tier 1	Tier 2	Tier 3
Instructional Organization	<ul style="list-style-type: none"> Classroom instruction 	<ul style="list-style-type: none"> Small group (3-5) Teacher-led, explicit instruction Opportunities for review and practice 	<ul style="list-style-type: none"> Small group (2-3) or individual Teacher-led, explicit, intense, differentiated instructional Multisensory approaches Pre-teaching Re-teaching
Instructor	<ul style="list-style-type: none"> Highly qualified teacher 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed
Time	<ul style="list-style-type: none"> 45-60 minutes 	<ul style="list-style-type: none"> 20 - 30 minutes 3 to 5 days/week 	<ul style="list-style-type: none"> 30-60 minutes in addition to Tier I minutes Minimum 4x/week
Setting	<ul style="list-style-type: none"> Classroom 	<ul style="list-style-type: none"> Appropriate setting within the classroom during intervention time 	<ul style="list-style-type: none"> Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher, or specialist(s)
Support	<ul style="list-style-type: none"> Monthly Meetings Professional development RTI team Use of paraprofessionals Community volunteers 	<ul style="list-style-type: none"> Monthly intervention meetings Professional Development RTI team 	<ul style="list-style-type: none"> Collaboration with specialists Professional Development Monthly intervention meetings RTI team
Timeline	<ul style="list-style-type: none"> Children flagged as yellow (II) or red (III) through universal screening will be given follow-up CBM for targeted instruction Classroom teacher to administer CBMs 	<ul style="list-style-type: none"> 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points 	<ul style="list-style-type: none"> CSE referral can be considered based on data 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points

Friendship Central School K-5 Behavior - Response to Intervention

	Tier 1	Tier 2	Tier 3
Instructional Organization	<ul style="list-style-type: none"> Classroom management set-up Classroom rules Classroom push-in Modeling Positive reinforcement 	<ul style="list-style-type: none"> Small group (3-5) Teacher-led, explicit instruction Opportunities for review and practice 	<ul style="list-style-type: none"> Small group (2-3) or individual Teacher-led, explicit, intense, differentiated instructional Multisensory approaches Pre-teaching Re-teaching
Instructor	<ul style="list-style-type: none"> All faculty and staff 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed Counselor 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed
Time	<ul style="list-style-type: none"> Daily, on-going reinforcement 	<ul style="list-style-type: none"> As needed 	<ul style="list-style-type: none"> As needed
Setting	<ul style="list-style-type: none"> School-wide—classroom, cafeteria, playground, specials 	<ul style="list-style-type: none"> Appropriate setting within the school 	<ul style="list-style-type: none"> Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher, or specials(s)
Support	<ul style="list-style-type: none"> Monthly Meetings Professional development RTI team Use of paraprofessionals Community volunteers Parents/Guardians 	<ul style="list-style-type: none"> Monthly Meetings Professional development RTI team Use of paraprofessionals Community volunteers Parents/Guardians 	<ul style="list-style-type: none"> Monthly Meetings Professional development RTI team Use of paraprofessionals Community volunteers Parents/Guardians Behavior specialist School psychologist
Timeline	<ul style="list-style-type: none"> 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment 	<ul style="list-style-type: none"> 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points 	<ul style="list-style-type: none"> CSE referral will be considered based on data 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points

Friendship Central School 6-8 Reading - Response to Intervention

	Tier 1	Tier 2	Tier 3
Instructional Organization	<ul style="list-style-type: none"> • Explicit instruction • Whole group • Differentiated instruction • Thoughtful Classroom Strategies/Activities 	<ul style="list-style-type: none"> • Small group (3-5) • Teacher-led, differentiated, scaffolded, explicit and systematic instruction • Opportunities for review and practice 	<ul style="list-style-type: none"> • Small group (2-3) or individual • Teacher-led, explicit, intense, differentiated instructional • Multisensory approaches • Pre-teaching • Re-teaching
Instructor	<ul style="list-style-type: none"> • Highly qualified teacher 	<ul style="list-style-type: none"> • Highly qualified teacher, additional specialists as needed 	<ul style="list-style-type: none"> • Highly qualified teacher, additional specialists as needed
Time	<ul style="list-style-type: none"> • On-going throughout day in all content areas • 30 minute reading and 30 minutes ELA (daily) 	<ul style="list-style-type: none"> • 20 - 30 minutes • 3 to 5 times/week 	<ul style="list-style-type: none"> • 30-60 minutes in addition to Tier II minutes • Minimum 4x/week
Setting	<ul style="list-style-type: none"> • All classrooms 	<ul style="list-style-type: none"> • In classrooms, cross curricular 	<ul style="list-style-type: none"> • Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher, or specialist(s) •
Support	<ul style="list-style-type: none"> • Weekly Meetings • RTI team • Professional development • Use of paraprofessionals • Parents/Guardians • Progress Reports 	<ul style="list-style-type: none"> • Collaboration with specialists • Weekly meetings • RTI teacher binder • Professional development • RTI team 	<ul style="list-style-type: none"> • Collaboration with specialists • Weekly Meetings • RTI team • RTI teacher binder • Monthly intervention team meetings
Timeline	<ul style="list-style-type: none"> • Children flagged as yellow (II) or red (III) through universal screening will be given follow-up CBM for targeted instruction • Classroom teacher to administer CBMs 	<ul style="list-style-type: none"> • 8 weeks per intervention strategy • 3 intervention strategy cycles before tier re-assignment • Consider for exiting when a student reaches target goal on 3-5 data points 	<ul style="list-style-type: none"> • CSE referral can be considered based on data • 8 weeks per intervention strategy • 3 intervention strategy cycles before tier re-assignment • Consider for exiting when a student reaches target goal on 3-5 data points

Friendship Central School 6-8 Math - Response to Intervention

	Tier 1	Tier 2	Tier 3
Instructional Organization	<ul style="list-style-type: none"> Classroom instruction 	<ul style="list-style-type: none"> Small group (3-5) Teacher-led, explicit instruction Opportunities for review and practice 	<ul style="list-style-type: none"> Small group (2-3) or individual Teacher-led, explicit, intense, differentiated instructional Multisensory approaches Pre-teaching Re-teaching
Instructor	<ul style="list-style-type: none"> Highly qualified teacher 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed 	<ul style="list-style-type: none"> Highly qualified teacher, additional specialists as needed
Time	<ul style="list-style-type: none"> 45 minute Math block Technology Classes Science (as deemed appropriate) 	<ul style="list-style-type: none"> 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment 8 weeks per intervention strategy 	<ul style="list-style-type: none"> At least 30 minutes a day, 5x/week CSE referral can be considered based on data 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment
Setting	<ul style="list-style-type: none"> Appropriate classroom setting 	<ul style="list-style-type: none"> Appropriate Classroom setting 	<ul style="list-style-type: none"> Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher, or specialist(s)
Support	<ul style="list-style-type: none"> Weekly Meetings Professional development Use of paraprofessionals Parent/guardian Progress reports RTI team 	<ul style="list-style-type: none"> Collaboration with specialists Weekly Meetings Professional development RTI team RTI binder 	<ul style="list-style-type: none"> Collaboration with specialists Weekly meetings Professional development RTI binder Monthly RTI team meetings
Timeline	<ul style="list-style-type: none"> Children flagged as yellow (II) or red (III) through universal screening will be given follow-up CBM for targeted instruction Classroom teacher to administer CBMs 	<ul style="list-style-type: none"> 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points 	<ul style="list-style-type: none"> CSE referral can be considered based on data 8 weeks per intervention strategy 3 intervention strategy cycles before tier re-assignment Consider for exiting when a student reaches target goal on 3-5 data points

Friendship Central School 6-8 Behavior - Response to Intervention

	Tier 1	Tier 2	Tier 3
Instructional Organization	<ul style="list-style-type: none"> • Classroom management set-up • Classroom rules • Classroom push-in • Modeling • Positive reinforcement 	<ul style="list-style-type: none"> • Small group (3-5) • Teacher-led, explicit instruction • Opportunities for review and practice 	<ul style="list-style-type: none"> • Small group (2-3) or individual • Teacher-led, explicit, intense, differentiated instructional • Multisensory approaches • Pre-teaching • Re-teaching
Instructor	<ul style="list-style-type: none"> • All faculty and staff 	<ul style="list-style-type: none"> • Highly qualified teacher, additional specialists as needed • Counselor 	<ul style="list-style-type: none"> • Highly qualified teacher, additional specialists as needed • Counselor • Behavior Specialist
Time	<ul style="list-style-type: none"> • Daily, on-going reinforcement 	<ul style="list-style-type: none"> • As needed 	<ul style="list-style-type: none"> • As needed
Setting	<ul style="list-style-type: none"> • School-wide—classroom, cafeteria, specials 	<ul style="list-style-type: none"> • Appropriate setting within the school 	<ul style="list-style-type: none"> • Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher
Support	<ul style="list-style-type: none"> • Monthly Meetings • Professional development • RTI team • Use of paraprofessionals • Community volunteers • Parent/guardian 	<ul style="list-style-type: none"> • Monthly meetings • Professional development • RTI team • Use of paraprofessionals • Community volunteers • Parent/guardian 	<ul style="list-style-type: none"> • Monthly meetings • Professional development • RTI team • Use of paraprofessionals • Community volunteers • Parent/guardian • Behavior specialist • School psychologist
Timeline	See Appendix	<ul style="list-style-type: none"> • 8 weeks per intervention strategy • 3 intervention strategy cycles before tier re-assignment • Consider for exiting when a student reaches target goal on 3-5 data points 	<ul style="list-style-type: none"> • CSE referral can be considered based on data • 8 weeks per intervention strategy • 3 intervention strategy cycles before tier re-assignment • Consider for exiting when a student reaches target goal on 3-5 data points

Appendix

Behavior

1. Student must demonstrate four (4) instances of problem behavior* where classroom teacher has attempted and documented intervention strategy(s) before making a discipline referral via eSchool or green sheet. [Obtain green sheet in main office]
2. After four (4) documented intervention attempts, a discipline referral can be made via eSchool or the green sheet.
3. Student must have five (5) documented discipline referrals on eSchool or the green sheet before the RTI committee can consider moving a student to Tier II RTI.

*problem behavior is behavior that impedes instruction and/or learning

NOTE: Instances of harm to self or others, drug-related issues, and weapon-related issues are all automatically referred to office.

1. Define the behavior

2. Consistent monitoring

3. Tracking

Reading and Math

1. As identified by data, student demonstrates need for intervention strategies that begin with the classroom teacher.
2. Student must demonstrate limited or no success with three documented intervention cycle strategies* in the classroom before RTI committee can consider a Tier III placement.
 - * Tier III targeted instruction is provided outside the general education classroom by highly qualified teacher, or specialist(s); and Tier III instruction is in addition to tier II and I instructional time
3. Exiting an RTI tier will be considered when a student achieves target goal on 3-5 data points.

RTI Committee:

School Psychologist – Rachel Crawford

Reading Specialist– Sheryl Hoopes

Reading Specialist– Angela Eddy

Director of Pupil Personnel and Student Services - Tammy Wise

Special Educator– Jenn Allen

Note: CSE referrals

Teachers can request a CSE referral; Parents can make a direct referral to CSE

Amended: 6/2017

