

PLATTSBURGH
CITY SCHOOL
DISTRICT

RESPONSE TO INTERVENTION
DISTRICT PLAN

September 2014-June 2017

TABLE OF CONTENTS

	Page
Vision/Mission Statement/ Goals of RtI	3
RtI Terminology/Definitions	4
RtI Triangle of Supports	5
Link Between RtI and Special Ed. Eligibility Determination	6-7
Process of Implementation	7-9
RtI Timeline	9
Professional/Staff Development	10
Parent Involvement	10

Note: The plan frequently refers to the Response to Intervention Team. When used within the district plan the title refers to the following teams in all buildings:

Child Study Team for academic data, intervention and progress monitoring
Universal Team for behavioral data, intervention and progress monitoring

VISION/MISSION STATEMENT/GOALS OF RTI

Vision for RtI Plan:

To provide a district wide process that provides prevention, early intervention services and appropriate instructional programming to ensure academic and behavioral progress and success for all students. The district wide process will include frequent and repeated assessment of student performance (academic and behavioral), data based decision making, and the use of multi-tiered, research based intervention.

Mission Statement for RtI Plan:

The RtI model will provide high quality instruction and appropriate academic and behavioral interventions to meet the needs of each individual student. Teachers and support staff will monitor the rate at which students learn and the level at which they perform. Teachers and support staff will use student performance data to make decisions about instruction, academic and behavioral goals, and other critical educational decisions across general and remedial education, as well as, decisions regarding eligibility for special education programs and services and accommodations under 504 regulations.

RtI General Goals:

- Improve student achievement (academic/behavioral/social)
- Provide research based interventions to all students
- To be proactive rather than reactive
- Make decisions based on the use of student data
- Improve communication for all stakeholders
- Provide teachers support through resources and training
- Decrease number of special education and 504 referrals

RtI Academic Goals:

- Increase the number of students that meet or exceed state/local standards
- Utilize multiple measures to document student growth over time
- Increase graduation rate
- Decrease the dropout rate
- Continue to identify, implement and progress monitor tiered academic interventions

RtI Behavioral Goals:

- Improve school climate
- Improve on task behavior
- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions
- Continue to identify, implement and progress monitor tiered behavioral interventions

RESPONSE TO INTERVENTION TERMINOLOGY/DEFINITIONS

What is Response to Intervention (RtI)?

Response to Intervention is the practice of providing research-based instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying student response data to important educational decisions.

How Response to Intervention works?

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor performance on learning outcomes through universal screening of core content and identified behavioral indicators, monitoring student progress, and providing evidence-based interventions, while adjusting the intensity and nature of those interventions depending on a student's responsiveness.

Universal screening means all students are involved in an initial assessment of knowledge and skills and social/emotional/behavioral functioning, rather than simply assessing students who appear to be struggling in early stages of instruction.

Progress monitoring can be understood as the ongoing, formative assessment of a student's academic and social/emotional/behavioral development. Progress monitoring allows an instructional team to identify student needs and tailor instruction based upon knowledge of student skills. When used as part of a tiered instructional process, progress monitoring can provide the information by which informed judgments can be made about the student's development, and need for movement from tier to tier.

Evidence-based intervention refers to preferential use of interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems. This is an approach which tries to specify the way in which professionals or other decision-makers should make decisions by identifying such evidence that there may be for a practice and rating it according to how scientifically sound it may be. Its goal is to eliminate unsound or excessively risky practices in favor of those that have better outcomes. The intensity of interventions is subject to a 3-tier system that is implemented based upon a student's need. This tiered system is developed and implemented within layers of intervention responding to student needs. Each tier provides more intense intervention aimed at preventing academic and behavioral difficulties.

RESPONSE TO INTERVENTION

Supports

Academic Systems

Tier 3/Intensive Supports

- Individualized Action Plans
- Data Driven Instruction (i.e. Ongoing progress monitoring)
- Strategic Interventions (High Intensity)

Tier 2/Targeted Supports

- Individualized Action Plans
- Data Driven Instruction (i.e. Ongoing progress monitoring)
- Strategic Interventions (Moderate Intensity)

Tier 1/ Universal Supports

- High Quality Research Based Instruction
- Multiple Measure Assessments
- Data Driven Instruction (i.e. Ongoing progress monitoring)

Behavioral Systems

Tier 3/Intensive Supports

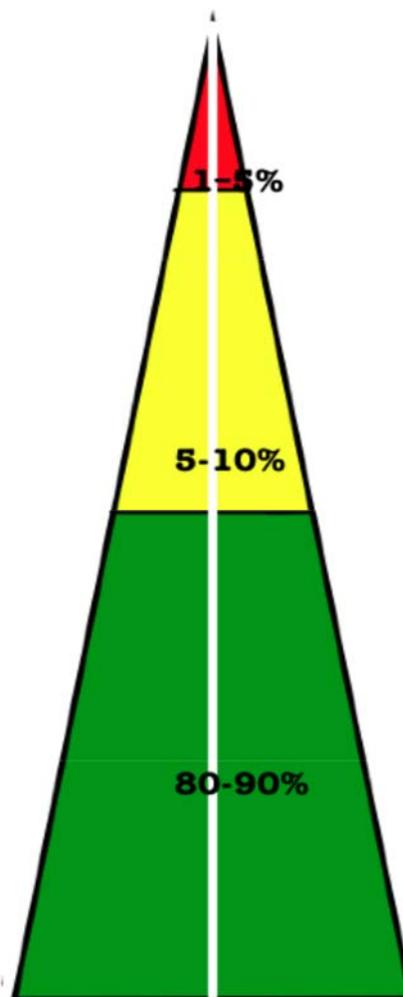
- Individualized Action Plans (BIP, FBA)
- Data Driven Instruction (ongoing progress monitoring)
- Strategic Interventions (High Intensity)

Tier 2/Targeted Supports

- Individualized Action Plans (i.e. informal behavior plans)
- Data Driven Instruction (ongoing progress monitoring)
- Strategic Interventions (Moderate Intensity)

Tier 1/Universal Supports

- High Quality Research Based Instruction
- Multiple Measure Assessments
- Data Driven Instruction (i.e. Ongoing progress monitoring, reteaching)



LINK BETWEEN RtI AND SPECIFIC LEARNING DISABILITY ELIGIBILITY DETERMINATION

Components of Eligibility:

In RtI, eligibility determination for special education services occurs when a student's response to both core instructional and supplemental interventions does not result in a movement toward achieving benchmarks and peer performance levels. In addition, a student may be considered for special education if her/his response to intensive interventions produces a meaningful growth rate (toward the attainment of proficiency in a given area), but that growth rate requires significant and ongoing resources beyond general education to maintain. The integrity of both core and supplemental interventions must be assured prior to determining that a student has a disability. This assurance is accomplished through collection and use of student performance data. Eligibility determination can be made using the convergence of data from multiple sources to document each of the following four eligibility criteria:

1. Level Differences, such as large performance differences compared to peers and benchmark expectations in relevant domains of behavior. Standards of comparison may include national, district or area normative data, grade-level benchmarks and/or developmental norms.
2. Rate of Learning Differences, such as large differences in rate of learning compared to peers and trajectories toward benchmarks when provided with high-quality interventions implemented over a significant period. This determination is based on the frequent assessment of the student's progress in response to a carefully implemented, scientifically based instruction.
3. Documented Adverse Impact on education and need for special education. The student's performance problem must have a demonstrable adverse impact on his or her education and the student must demonstrate the need for specially designed instruction (special education) to make or maintain meaningful progress. To determine adverse impact, the RtI team examines and documents the impact the student's performance problem(s), and performance and progress in the school curriculum.
4. Exclusion Factors: (1) rule out sensory impairments and absence of instructional opportunities; and (2) depending on SEA disability categories, rule out mild mental retardation, emotional-behavioral disorders and speech/language and other disabilities as the primary cause of the significant achievement deficiency.

*Identifying that the learning problem is not a result of other disabilities.

*Identifying that the disability is not the result of a "lack of appropriate instruction in reading, including the essential components of reading instruction," "lack of instruction

in math,” or “limited English proficiency” (20 U.S.C. 1414(b) (5) (A-C).

It is understood that there are some students who may not be eligible for special education who may nonetheless continue to need an array of support services in general education to make meaningful progress.

PROCESS OF IMPLEMENTATION OF RtI PROCESS FOR PLATTSBRUGH CITY SCHOOL DISTRICT

Tier I General Education

General Education teachers will use scientifically researched –based reading and mathematics programs in their classroom. Professional development activities will be provided for staff with emphasis on scientifically based interventions.

Step 1. Benchmarking

AIMS Web probes in reading, math and writing at the elementary level and reading and math at the middle school level will be administered to all students in the fall, winter and spring. Upon completion of 8th grade students with deficit or emerging results will continued to be benchmarked in that content area at the high school.

The intent is not to limit the amount of children receiving intervention and monitoring, but to ensure adequate resources to provide such services for those most in need.

Step 2. Modification of general education program

Classroom teachers will supplement the general educational program with interventions through such means as but not limited to differentiated instruction, students centered activities and other group or individual instructional methods in order to increase student progress.

Tier I academic/behavioral interventions will be carried out in the general education classroom by educators. School personnel will inform parents of concerns and remedial strategies being used in the classroom.

Step 3. Monitoring responsiveness to general education

At-risk students are progress monitored using grade level appropriate multiple measures. This data is charted to identify student achievement levels and academic progress. This data is mandatory for students who are being considered for the next Tier of Interventions by the teacher and/or staff member.

Tier II Interventions

Step 4. Referral to Child Study Team

Tier II academic/behavioral interventions increase the intensity, frequency and possibly the intervention attempted. Twenty to forty minute sessions 3 times per week in the area of deficiency will be required in addition to instructional practices already in place. The size of the group may slightly vary based on available resources in addition to the requirements of the interventions being attempted. These interventions may be carried out in the classroom or in an intervention room. The RtI process must be documented by the Child Study Team. Prior to the Child Study Team meeting the team may need to gather additional data from such means as teacher interview, parent interview and classroom observation. Treatment fidelity will be monitored by the Child Study Team.

Step 5. Monitoring Tier II Interventions - Response To Diagnostic Treatment

The Child Study Team (including the classroom teacher) will determine which of the team members will monitor student progress with the administration of a progress monitoring measurement probe in the deficit areas.

If a student is making inadequate progress the Child Study Team will evaluate the adequacy of the current intervention plan. After evaluating the intervention plan, the Response to Intervention Team may either attempt a different intervention plan by utilizing different or adding additional interventions that are to be implemented at a Tier II intensity level for an additional 8 to 12 week period or the team may determine to attempt interventions that are implemented at a Tier III level. The Child Study Team will inform the parent of the current rate of progress and either the plan to change the Tier II intervention or implement a more intensive Tier III intervention.

Tier III Interventions

Step 6: Tier III More Intensive Diagnostic Intervention

Tier III academic/behavioral interventions increase the intensity and frequency and possibly the intervention attempted. Thirty to 60 minutes per day in the area of deficiency will be required in addition to instructional practices already in place.

This Tier could involve continuation of an intervention in Tier II that showed progress but not at the rate necessary to close the achievement gap, or it could add to or replace a Tier II intervention. Thus the intensity of the treatment would be increased, or a new intervention could be introduced because of a lack of response. The group size will be reviewed and every attempt will be made to keep Tier 3 individualized. What differentiates Tier III from Tier II is the intensity and frequency of the intervention, as well as, external involvement of outside agencies.

Step 7: Tier III Monitoring Response to Diagnostic Treatment

The Child Study Team will determine which of the team members will monitor student progress with the administration of a weekly curriculum based measurement probe in the deficit areas (when applicable at the secondary level). The Child Study Team will reconvene no sooner than 6 weeks and no later than 12 weeks after the plan was initiated to determine effectiveness.

If a student is behind, but making adequate progress, an additional 8 to 12 weeks period of interventions may be provided to close the achievement gap. The Child Study Team may either attempt a different intervention **plan** by utilizing different or additional interventions that are to be implemented at a Tier III intensity level. The Child Study Team will inform the parent of the current rate of progress, the additional time for interventions and any changes in the intervention program.

Step 8: Consideration for special education services

Tier III non-responders will be referred by the **district** to receive an individual evaluation that addresses all of the eligibility determination, evaluation, and procedural safeguards specified in IDEA and the need for special education services. Once either referral is completed, the building principal will determine if the referral is appropriate. If the referral is determined to be appropriate, the evaluation team will design an evaluation that considers the information that has already been gathered through the Tier **RtI** process and if needed what additional information is necessary to determine the individual student's needs. Parent consent must be obtained before the team can proceed with the evaluation. Once the evaluation is completed the Assessment Team will meet to review the information gathered, determine eligibility if needed, determine educational programming and write the IEP (Individual Educational **Plan**).

RTI IMPLEMENTATION TIMELINE

- Grades 6-12 RTI plans will be fully implemented at the beginning of the 2015-2016 school year.

PROFESSIONAL/STAFF DEVELOPMENT

Professional/Staff Development is critical to successful implementation of any school wide systems change and movement toward improvement. Accountability for positive outcomes for all students is a shared responsibility of all school personnel. **Plattsburgh City School District** will commit and provide staff development opportunities for multiple years to help with the implementation of Response to Intervention process in all **district** buildings.

- **Plattsburgh City School District** will offer opportunities for professional development throughout the year both through in-**district** training and out of **district** (upon approval/availability) workshops in the area of Response to Intervention;
- **Plattsburgh City School District** will provide continuing, job-embedded professional development that addresses relevant areas essential to effective implementation of the Response to Intervention process;
- **Plattsburgh City School District** will offer continuing opportunities to parents, as well as educators, to help maximize the achievement of all students.

NOTE: RTI is an initiative that must utilize a number of staff. Professional development should be available to all providers. Some of these providers may be classroom teachers, AIS providers, special education teachers, speech teachers, OT, PT, school psychologists, child advocates/counselors and teaching assistants.

PARENT INVOLVEMENT

Plattsburgh City School District is committed to creating a positive home-school connection with the parents/guardians of **Plattsburgh City School** students.

- Parent Involvement will be characterized by consistent, organized, and meaningful two-way communication between school staff and parents with regard to student progress and related school activities;
- **Plattsburgh City School District** will provide information to parents about their children's needs, the interventions that are being used, who is delivering this instruction, and the academic progress expected for their child via Clear Track (or other District adopted platform);
- **Plattsburgh City School District** staff members will strive to help parents feel welcome, important, and comfortable in the school setting.