Response to Intervention
Multi-Tiered System of Supports Plan

Lindenhurst School District
Fall 2022

Lindenhurst School District
Lindenhurst, New York 11757
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District Mission Statement

It is the mission of the Lindenhurst School District to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society. The goal of the District shall be to provide a safe and nurturing environment in which students will be motivated to achieve academic excellence, positive values, and a strong self-image in preparation for a successful future.
Table of Contents

I. Introduction 5
II. Appropriate Instruction 9
III. Screenings Applied to All Students 11
IV. Instruction Matched to Student Need 12
V. Repeated Assessments of Student Achievement 13
VI. Application of Student Information to Make Educational Decisions 14
VII. Consideration When Implementing RtI with Limited English Proficient English Language Learners (LEP/ELL) 15
VIII. Notification to Parents 16
IX. District RtI Plan Components and Structure 17
X. Ensuring Staff Knowledge and Skills Needed to Implement RTI/MTSS Programs 21
XI. Use of RtI Data in Determining if a Student Has a Learning Disability 22

I. Introduction
Response to Intervention (RtI) is the practice of providing high-quality instructional intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006)

RtI is primarily a general education strategy designed 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.

Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction.

Students can receive supplemental intervention if they have not mastered critical skills or if they are not making satisfactory progress on screenings or progress monitoring tools. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

Each board of education or board of trustees shall adopt written policy that establishes administrative practices and procedures for implementing school-wide approaches, which may include a response to intervention process pursuant to section 100.2(ii) of this Title, and pre-referral interventions in order to remediate a student’s performance prior to referral for special education. [8 NYCRR §200.2(b)(7)]

The essential components of RTI are:
● A school-wide level instructional and behavioral system to increase academic success and ensure growth.

● Screenings applied to all students

● Data-based decision making for instruction, movement within the multi-level system, and area of weakness.

● Identification (in accordance with state law)

● Appropriate instruction

● Instruction matched to student needs

● Progress monitoring of student achievement

● Application of student information to make educational decisions

● Notification of parents

● Staff knowledge and skills needed to implement an RTI program

● Use of RTI data in determining appropriate tiered interventions

RESPONSE TO INTERVENTION (RTI) MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) Model
Description of Critical Elements in a 3-Tier RTI Model
<table>
<thead>
<tr>
<th>Elements</th>
<th>Tier 1 Core Curriculum And Instruction</th>
<th>Tier 2 Supplemental Instruction</th>
<th>Increased Levels of Supplemental Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Instructional group</td>
<td>Whole class Grouping (Flexible)</td>
<td>Small group instruction (decrease student/teacher ratio) May include push-in or pull-out interventions</td>
<td>Individualized or Small group instruction</td>
</tr>
<tr>
<td>Mastery requirements of content</td>
<td>Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring</td>
<td>Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring</td>
<td>Relative to the Student’s level of performance and continued growth as demonstrated by progress monitoring</td>
</tr>
<tr>
<td>Frequency of Progress monitoring</td>
<td>Screening measures three times per year</td>
<td>Varies, but no less than once every 4-8 weeks.</td>
<td>Varies, based on Individual need and/or program requirements</td>
</tr>
<tr>
<td>Frequency of Intervention provided</td>
<td>As needed for Individual student</td>
<td>Varies-Duration and frequency will vary based on student need</td>
<td>Varies based on the needs of the student.</td>
</tr>
</tbody>
</table>

II. Tier One: Appropriate Instruction
A school district's process to determine if a student responds to scientific, research based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. [8 NYCRR §100.2(ii)(1)(i)]

Appropriate instruction in tier one begins with the core program that provides:

- Research based instruction, research based instructional interventions, and positive behavior intervention and supports
- Core curriculum aligned to the NYS learning standards
- Universal screening administered to all students in the general education classroom
- Routine progress monitoring of students that are initially identified through the screener
- High quality, research-based instruction to all students in the general education class provided by qualified teachers
- Differentiated instruction based on the abilities and needs of all students in the core program
- Instructional strategies that utilize a formative assessment process

_Appropriate instruction in reading_ means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.[8NYCRR 100.2(ii) and 200.4(c)(2)(i)]

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Resources for Appropriate Tier 1 Interventions</th>
<th>Interventionist</th>
</tr>
</thead>
</table>
| Tier 1 | ● Balanced Literacy                           | Classroom teacher
|       | ● Guided, Independent and Shared Reading, Read Aloud, Interactive/Shared Writing |
|       | ● Writer’s Workshop                          |                 |
|       | ● Word Study                                 |                 |
|       | ● Flexible Strategy Groups                   |                 |
|       | ● Research-Based Strategies                  |                 |
|       | ● Wonders                                    |                 |
|       | ● Fundations                                 |                 |
|       | ● i-Ready Instructional                      |                 |
|       | ● AIS Reading Toolkit                        |                 |

_Appropriate instruction in mathematics_ includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability.
### Resources for Appropriate Tier I Interventions

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Resources for Appropriate Tier I Interventions</th>
<th>Interventionist</th>
</tr>
</thead>
</table>
| Tier 1 | ● Hands on tools/manipulatives  
           ● Digital Support  
           ● Touch Math  
           ● Envisions 2.0  
           ● Successmaker  
           ● AIS Math Toolkit  
           ● iReady Math Instruction  
           ● Guided Math Groups  
           ● First In Math  
           ● IXL (Middle School) | Classroom teacher |

*Appropriate behavioral support and intervention* is evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Resources for Appropriate Tier I Interventions</th>
<th>Interventionists</th>
</tr>
</thead>
</table>
| Tier 1 | ● Social Emotional Learning  
           ● Sanford Harmony  
           ● School-wide PBIS  
           ● Classroom-wide PBIS | Classroom teacher |

**III. Screenings Applied to All Students**
A school district's process to determine if a student responds to scientific, research based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates. [8NYCRR §100.2(ii)(1)(ii)]

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Screenings should be conducted for all students three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty. Screening instruments should be valid and reliable and aligned with grade-level curriculum based on the NYS learning standards.

Benchmark data will be collected by personnel within each building. After each benchmark period, Instructional Support Teams at each building will convene. (Read more about Instructional Support Teams in section six.)

<table>
<thead>
<tr>
<th>Screening Tools</th>
<th>iReady Diagnostic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successmaker Initial Placement Exam</td>
</tr>
<tr>
<td></td>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
</tr>
<tr>
<td></td>
<td>Scholastic Benchmark Assessment</td>
</tr>
<tr>
<td></td>
<td>On Demand Writing</td>
</tr>
<tr>
<td></td>
<td>Envisions 2.0 Pre/Post Assessments, Unit Tests</td>
</tr>
<tr>
<td></td>
<td>Slosson Multi Level Kit</td>
</tr>
</tbody>
</table>

IV. Instruction Matched to Student Need
A school district's process to determine if a student responds to scientific, research based instruction shall include instruction matched to student’s need with increasingly intensive levels of targeted intervention and 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. [8NYCRR §100.2(ii)(1)(iii)]

*Tier 1* is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research based instruction, research based interventions and supports are part of the tier one core program.

*Tier 2 intervention* is typically small group supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1.

*Tier 3 intervention* is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 students receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting.

The frequency, duration and intensity of interventions should be based upon student performance data.

V. **Repeated Assessments of Student Achievement**
A school district's process to determine if a student responds to scientific, research based instruction shall include repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards. [8NYCRR §100.2(ii)(1)(iv)]

*Progress monitoring* is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.

*Progress monitoring differs* from screening regarding the frequency with which it is administered and the kind of information it provides about student performance. While screening employs a criterion-referenced measure, progress monitoring measures growth over time. Criterion referenced means how well the student masters a predetermined set of standards. Data from progress monitoring should be used to inform student movement through tiers.

*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)

VI. **Application of Student Information to Make Educational Decisions**
A school district's process to determine if a student responds to scientific, research based instruction shall include the application of information about the student’s response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services. [8NYCRR §100.2(ii)(1)(v)]

Initial screening and progress monitoring data inform decisions about the level and type of interventions needed to help individual students make progress.

The decision making model for determining small group interventions typically employs the following attributes: multi-tiered approach, universal screening, progress monitoring to determine treatment effect, and a team structure to organize and analyze student performance using progress monitoring data.

Instructional Support Teams are composed of instructional staff members (AIS providers, speech language teachers, special education teachers, TESOL teachers, psychologists, and other support staff) who will meet with classroom teachers to discuss the students' performance on the screening assessment or formative assessments. The teams will determine which students are not meeting benchmarks, and will then decide what type of monitoring and intervention meets each student’s needs.

VII. Consideration When Implementing RtI with Limited English Proficient English Language Learners (LEP/ELL)
Appropriate instruction for students identified as LEP/ELL includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student’s cultural background and experiences as well as their linguistic proficiency (in both English and the native language). (Esparza Brown and Doolittle: NCCREST, 2008)

When reading instruction occurs in a language other than English, it is strongly recommended that schools administer screening instruments in the language of instruction in addition to English.

Differentiated instruction should be used to meet the diverse needs of all students. NYSED’s Proficiency Levels for English as a Second Language (ESL) describes the growth stages for the four language arts areas: listening, speaking, reading, and writing. These stages and the New York State (NYS) Teaching of Language Arts to LEP/ELLs: Learning Standards should guide instruction for ESL.

Regarding reading fluency for ELLs, teachers should consider the relationship between the student language proficiency and his/her literacy skills.

Regarding numeracy for ELLs, the issue of linguistic proficiency and vocabulary comprehension is also important when collecting data and measuring math skills.

When conducting assessments and developing instructional programs for a LEP/ELL student, care must be taken that issues of language differences are not confused with language disorders and that patterns of performance related to the student’s sociocultural background or interrupted schooling are not mistaken for signs of a disability (Ortiz, 2009; Roseberry-McKibbin, 1995).

VIII. Notification to Parents

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: (a) 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 the school district; (b) strategies for increasing the student’s rate of learning; and (c) the parents’ right to request an evaluation for special education programs and/or services. [8NYCRR §100.2(ii)(1)(vi)]

When a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing of the:

- amount and nature of data that will be collected and the general education services that will be provided
- strategies to increase the student’s rate of learning
- parent’s right to request an evaluation for special education programs and/or services.

*Parent communication* about the RTI process could occur in the following ways: RTI information and literature will be available to parents on the District website, parent contact will be made if a referral is made to the Instructional Support Team, parent letter will be sent if the student is designated to receive tier two or three services, and online resources will be made available for parents.

IX. **District RtI Plan Components and Structure**
A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring. [8NYCRR §100.2(ii)(2)]

<table>
<thead>
<tr>
<th>Plan Components</th>
<th>Revision and Evaluation of Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core instruction review,</td>
<td>• Review core instruction and corresponding materials</td>
</tr>
<tr>
<td>Explicit and systematic:</td>
<td>• Review balanced literacy protocol with District Literacy Committee</td>
</tr>
<tr>
<td>• Phonemic awareness</td>
<td>• District Math Committee</td>
</tr>
<tr>
<td>• Phonics</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary Development</td>
<td></td>
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<tr>
<td>• Reading Fluency</td>
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<tr>
<td>• Reading Comprehension Strategies</td>
<td></td>
</tr>
<tr>
<td>• Fundations</td>
<td></td>
</tr>
<tr>
<td>• Writing</td>
<td></td>
</tr>
<tr>
<td>• Engaging with complex text</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
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<tr>
<td>• Number and Operations</td>
<td></td>
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<tr>
<td>• Algebraic Thinking</td>
<td></td>
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<tr>
<td>• Measurement and Data</td>
<td></td>
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<tr>
<td>• Geometry</td>
<td></td>
</tr>
<tr>
<td>• Fact Fluency</td>
<td></td>
</tr>
<tr>
<td>Implement uniform problem solving process for building</td>
<td>Review efficacy of uniform problem solving protocols for Instructional Support Teams.</td>
</tr>
<tr>
<td>teams (IST).</td>
<td></td>
</tr>
<tr>
<td>Universal screening to identify students who are</td>
<td>Review efficacy and implementation of uniform screening protocols.</td>
</tr>
<tr>
<td>not making progress.</td>
<td></td>
</tr>
<tr>
<td>Definition of Tiers</td>
<td></td>
</tr>
<tr>
<td>• Criteria for levels of intervention</td>
<td>Redefine amount of data to be collected per new curricular and instructional programs and</td>
</tr>
<tr>
<td>• Amount of data to be collected</td>
<td>supports. Review efficacy and implementation of progress monitoring and moving students among</td>
</tr>
<tr>
<td>• Manner and frequency of progress monitoring</td>
<td>tiers.</td>
</tr>
<tr>
<td>Types of interventions identified for each tier.</td>
<td>Evaluate the classification of new curricular and instructional interventions and supports per</td>
</tr>
<tr>
<td></td>
<td>tier. Review efficacy and implementation of evidence based interventions among tiers.</td>
</tr>
<tr>
<td>Format/structure for when/where intervention at all tiers will occur.</td>
<td>Flexible groups and flexible interventionists will work on discrete skills as identified by universal screening and progress monitoring.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Progress Monitoring design for Tiers 2, 3</td>
<td>AIMSWEB, LLI Benchmarks, I-Ready, Wonder/Wonderworks Benchmarks, RTI Direct, Wilson, F/P Benchmarking, Running records</td>
</tr>
<tr>
<td>Regular review of this data at district and building levels to inform instruction and intervention.</td>
<td>Data will be regularly reviewed by instructional support teams, data teams, leadership teams, departments, and PLCs in order to modify instruction among all three tiers. Grade level Team data meetings.</td>
</tr>
<tr>
<td>Information on RTI will be shared with parents.</td>
<td>Communication plan via the district website, parent nights, and mailings.</td>
</tr>
<tr>
<td>Staff development in all of these areas of the RtI plan.</td>
<td>Implement professional learning as needed on all parts of the plan with emphasis on curricular materials, data analysis, and entry/exit criteria.</td>
</tr>
<tr>
<td>Definition of MTSS interacting with referral to special education.</td>
<td>When limited progress is shown in Tier 3, the committee may recommend to evaluate for special education services.</td>
</tr>
</tbody>
</table>

*Lindenhurst K-5 Curriculum, Interventions and Programs*
Building Fact and Fluency: This research-based program assists students in learning their math facts by allowing them to develop a deep understanding of mathematical concepts and procedural fluency.

Core Curriculum (Balanced Literacy): A methodology that integrates various components of literacy instruction. The following approaches are used by the classroom teacher to teach reading and writing within a minimum of a 90-minute uninterrupted block: reading aloud, shared reading, guided reading, word study, reading workshop, and independent reading. Writing instruction includes: shared writing, interactive writing, writing workshop and independent writing.

Edmark Reading Program: A carefully sequenced, highly repetitive sight word approach. The program focuses on vocabulary, comprehension, and fluency using techniques that are supported by scientifically-based reading research.

Envisions- This math program combines problem-based learning and visual learning to deepen students’ conceptual mathematical understanding.

Fundations: A program developed for kindergarten through third grade. It provides teachers with the skills and tools needed to present a structured, sequential, and cumulative phonics/spelling program using a multi-sensory teaching technique.

Guided Reading: This is a teaching approach designed to help readers build an effective system for processing a variety of increasingly challenging texts over time. The teacher forms flexible groups of students that are alike in their development of reading skills based on the results of F/P benchmarking.

iReady- This is an adaptive assessment and instruction program that connects diagnostic data and personalized instruction for students in K-8 in Reading and K-5 in Math.

Leveled Literacy Intervention (LLI): LLI is designed to be used with small groups of children who need intensive support to achieve grade level competencies. The goal of the intervention is to bring the children to grade level achievement.

Scholastic Book Rooms: This resource is available for teachers to provide small group guided reading instruction on a variety of levels.

Lindamood Phoneme Sequencing (L.i.P.S.) Program: A multi-sensory program that stimulates phonemic awareness. Individuals become aware of the mouth actions which produce speech sounds. This awareness becomes the means of verifying sounds within words and enables individuals to become self-correcting in reading and spelling, and speech.

Lindenhurst's Rtl Toolkit: set of resource binders on the intranet containing research-based activities, lesson plans and resources that teachers can use at the building level for classroom
interventions.

MaxScholar: This is a comprehensive, multi sensory bundle of phonics and reading programs that uses research-based methods to help students improve their reading skills, language and performance scores.

Multisensory Reading Approach: This is a highly structured, reading/language program that directly teaches decoding and encoding to students who may require intense multisensory language instruction.

Positive Based Interventions and Supports- PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. This may include progress monitoring.

Reading A to Z: printable and digital teaching materials to provide leveled reading, phonemic awareness, reading comprehension, reading fluency and vocabulary.

Reading Workshop: An organized set of language and literacy experiences (a mini-lesson, individual reading, conferring, and sharing) designed to help students become more effective readers. In the broader sense, reading workshop includes three different kinds of reading; independent reading, guided reading and literature study.

Talkies: Is a primer to the Visualizing and Verbalizing Program. It is used to develop mental imagery as a basis for language comprehension.

Sanford Harmony: Sanford Harmony provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving.

Visualizing and Verbalizing: This program successfully stimulates concept imagery, which improves language comprehension, reasoning for critical thinking, and expressive language skills.

Seeing Stars:

Wilson Reading System- As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.
**Word Study:** This focuses on student recognition of language patterns and integrates inquiry into vocabulary and spelling instruction.

**Wonder Works:** This supplemental support program aligned with the Reading Wonders Program. This includes a variety of leveled readers to support the weekly essential question and foundational skills addressed in the general education classroom.

**X. Ensuring Staff Knowledge and Skills Needed to Implement RTI/MTSS Programs**

A school district shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district. [8 NYCRR §100.2(ii)(3)]

Fidelity of the process at the school level means consistency with which the various components are implemented across classrooms and grade levels.

*Fidelity of implementation means:*

- intervention/instruction is delivered in the way in which it was designed to be delivered
- screening and progress monitoring procedures are administered in a standardized manner, and an explicit decision-making model is followed
- instruction and interventions are implemented consistent with research or evidence-based practice
- staff receive appropriate professional development
- administrators provide supervision and serve as instructional leaders

An approach to ensuring fidelity includes three dimensions (Mellard and Johnson, 2008):

- Method which includes the tools and approaches a school uses to provide feedback on how RtI is being implemented
- Frequency regarding how often checks are conducted
- The frequency, duration, and intensity of interventions should be based upon student performance data.

**XI. Use of RtI in the Determination of a Learning Disability**
NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RtI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has 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.

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; and 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; and 3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RtI process: the instructional strategies used, the student-centered data collected, and documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RtI program; strategies that would be used for increasing their child’s rate of learning and the parents’ right to refer their child for special education services.