



# Port Chester Public Schools - UFSD

*Success for every student!*

## Response to Intervention (RTI) District Plan

---



**Updated:**  
February, 2022  
September, 2019

# Response to Intervention Plan

## Table of Contents:

---

RTI District Goal.....	
Introduction ..... (RTI Defined, Legislative Background, Requirements, etc)	
RTI Referral and Intervention Process & Instructions .....	
RTI Speech / OT .....	
RTIm Direct .....	
Elementary Tiered Instruction, Intervention and Protocol.....	
Literacy K-5 Guidelines.....	
Parent Notification .....	
Tier Progress Monitoring Form.....	
Parent Letters..... (Can also be located on RTIm Direct)	
Contacts .....	

### Updated:

February, 2022

September, 2019

## District Vision and Mission

---

The vision of the Port Chester-Rye Union Free School District is *SUCCESS FOR EVERY STUDENT*. This vision has been internalized by every teacher, administrator, and staff member who work tirelessly every day to ensure student success. The educational programs and services offered to our students reflect a quest for scholastic excellence, combined with respect and concern for the worth and development of individual students.

Port Chester is the proud recipient of two National Blue Ribbon School of Excellence Awards. Port Chester Middle School was honored in 2005 and John F. Kennedy Elementary School was honored in 2010. Port Chester High School is one of the few International Baccalaureate accredited high schools in Westchester County.

The mission of the Port Chester School District, through an active partnership among community, parents, staff and students, is to develop responsible and self-sufficient citizens who value cultural diversity, are creative and adaptable, and possess the self-esteem, motivation and skills to continue individual growth, think critically, and communicate effectively.

## RTI District Goal

---

Optimize instruction through Response to Intervention (RTI) and Academic Intervention Services (AIS) in order to differentiate and meet the needs of identified subgroup populations while enhancing instructional practices through engagement for all students.

The district is committed to providing initial and ongoing professional development to support the programs and goals of our RTI program.

**Updated:**

February, 2022

September, 2019

# Introduction

---

Response to Intervention (RTI) is the practice of providing high-quality instruction/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).

## Response to Intervention Defined

Response to Intervention integrates assessment, instruction, and intervention within a multi-level prevention system to maximize student achievement. Within the RTI framework, schools use data to identify students at risk for poor learning outcomes, provide evidence-based interventions, monitor student progress, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (NCRTI, 2010).

## Legislative Background

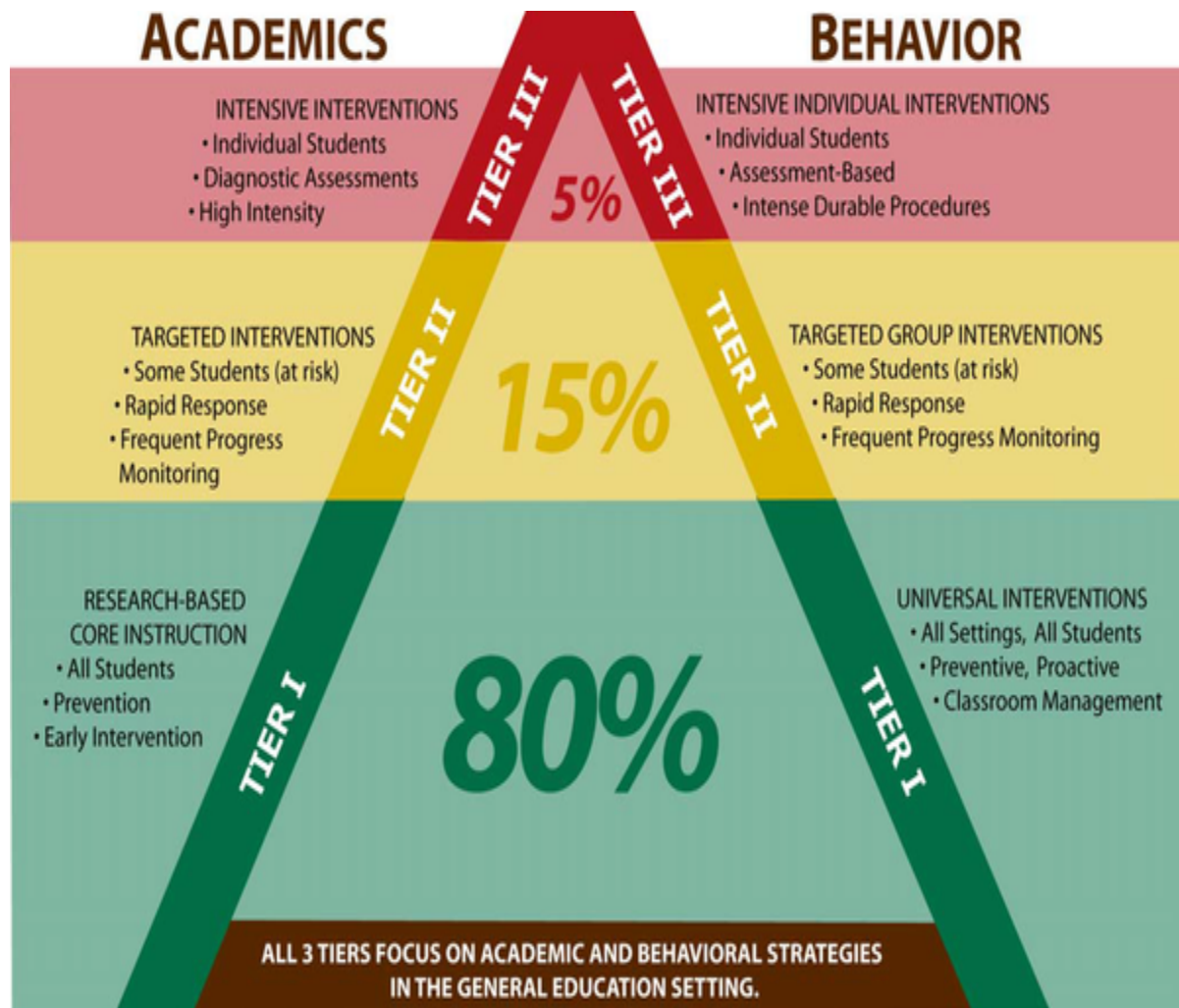
In September of 2007, the NYS Board of Regents approved multiple amendments to eight NY Code of Rules and Regulations that requires schools to establish an RTI policy and procedures for students in grades K-4 in the area of literacy. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using an RTI process to determine a student's response to research-based intervention.

- Minimum Requirements
  - appropriate instruction
  - screenings applied to all students
  - instruction matched to student needs
  - repeated assessments of student achievement
  - application of student information to make educational decisions
  - notification to parents
- school district selection of a specific structure and its components
- staff knowledge and skills needed to implement an RTI program
- use of RTI data in determining if a student has a learning disability

**Updated:**

February, 2022

September, 2019



“Response to Intervention Guidance for New York State School Districts” *The University of the State of New York*, The State Education Department (October 2010 ),  
<http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>

**Updated:**  
 February, 2022  
 September, 2019

*In any instance when a cycle of intervention is determined for a student, attendance will be used as one measure of success, or lack of, with that particular intervention.*



**Updated:**  
February, 2022  
September, 2019

## RTI for Speech

---

<b>Tier I</b>	<ul style="list-style-type: none"><li>• Work with the speech teacher to observe student</li><li>• Give classroom teacher recommendations</li><li>• Parent-home support</li></ul>
<b>Tier II</b>	<p>Note: RTI services should not outnumber impairment services.</p> <ul style="list-style-type: none"><li>• Child needs to be brought up to create goals and join a group for a specific duration of time.</li></ul>
<b>Tier III</b>	<ul style="list-style-type: none"><li>• Every other week group level of support</li></ul>

## RTI for OT

---

<b>Tier I</b>	<ul style="list-style-type: none"><li>• Provided by building level staff trained by a BOCES trainer</li><li>• Handwriting within the CKLA Skills</li></ul> <p>*See attached resources (breakdown by gross motor and fine motor)</p>
<b>Tier II</b>	<ul style="list-style-type: none"><li>• Writing goals, graphic organizer, visual perception (larger lines, etc)</li></ul>
<b>Tier III</b>	<ul style="list-style-type: none"><li>• Possibly bring in a consultant from BOCES</li></ul>

## RTIm Direct

---

*RTIm Direct is a full-lifecycle Response to Intervention (RTI) management and tracking system which saves time, reduces paperwork, enables data-driven decision making, improves collaboration and communication, and enhances the quality of intervention plans throughout the entire Response to Intervention (RTI) process. It is an all-in-one management system for Response to Intervention (RTI).*

*Throughout each phase of the Response to Intervention (RTI) management process, RTIm Direct makes the critical tasks of tracking, documenting, monitoring, and managing easy.*

**All teachers** within the K-5 Port Chester School District are required to use the RTIm Direct system to document all Tier II and Tier III interventions.

Please use the link below to access the site and the reference sheet that follows for entering requests/interventions.

RTIm Direct:

<https://www.rtimdirect.com>

**Updated:**

February, 2022

September, 2019



## RTI Direct Cheat Sheet for initial requests for intervention

---

### **RTI Direct for Tier II and Tier III**

#### ***Classroom Teacher Responsibility.***

**To get started, follow the steps outlined below:**

Classroom teacher will click on student and click on **Data Collection Form**.

Click on **Request for Assistance** and complete required information.

Teacher sends to RTI Chair by clicking on the envelope on the left hand side and types in the individual's last name.

---

*At the meeting:*

Go to **Add Meeting Results**

**Save** and **create Intervention** to summarize who was there, date, reason, and decision.

Letters and Reports

Select appropriate letter to notify parents.

Fill out and print.

Last Step: **Under Student Intervention Services** at the bottom, fill in **Parent Notification**.

**Updated:**

February, 2022

September, 2019

## For Additional Information, Support and Resources Contacts:

---

Bilingual and ENL supports

Felipe Orozco

forozco@pcrufsd.org

CSE referral paperwork

Maeva Rich Kennedy (For elementary CSE referrals)

mrichkennedy@portchesterschools.org

Jamie Kranidis (for secondary CSE referrals)

jlevidis@portchesterschools.org

RTI Direct tech assistance

Jackie Meehan

jmeehan@portchesterschools.org

RTI Direct access support

Or all other RTI related questions,

Including OT or Speech within

Tier I/II/III

RTI Building Chairpersons

Assistant Principals

Office of Curriculum and Instruction

For resources regarding RTI B: <http://www.pbisworld.com/>

**Updated:**

February, 2022

September, 2019

**Appendices:**

A. Original RTI Committee 2018-19

**Updated:**

February, 2022

September, 2019

**Appendix A:**

The following individuals have represented their elementary schools on an RTI Committee and were involved in the writing of this plan:

Name:	Title/Position:	School Building:
Dr. Colleen Carroll	Director of Curriculum, Instruction & Assessment	Central Office
Christine Rascona	Supervisor, ELA K-5	Central Office
Jamie Levidis	Supervisor, STEM K-5	Central Office
Joseph Durney	Deputy Superintendent	Central Office
Tatiana Memoli	Director of Special Education	Central Office
Felipe Orozco	Director K-12, ELL & Bilingual	Central Office
Erin Ginsberg	Supervisor of Special Education	Central Office
Rosa Taylor	Principal	Park Avenue School
Liliya Endres	Psychologist	Park Avenue School
Veronica Ruiz	Special Education Teacher	Park Avenue School
Diana Berrios	Home Language Arts Teacher	Park Avenue School
Larissa Torres	Speech Pathologist	Thomas Edison/King St Schl
Ivan Tolentino	Principal	Thomas Edison School
Carmen McStay	Psychologist	Thomas Edison School
Jill Buchholz	Special Education Teacher	Thomas Edison School
Janine Skelly	Special Education Teacher	Thomas Edison School
Sam Ortiz	Principal	King Street School
Donna Murphy	Special Education Teacher	King Street School
Christie Truance	Special Education Teacher	King Street School

**Updated:**

February, 2022

September, 2019

Andrea Naselli	Special Education Teacher	King Street School
Stefania Mercurio	Psychologist	King Street School
Heather Rinello	Instructional Support Specialist	John F Kennedy School
Judy Diaz	Principal	John F. Kennedy School
Bryant Romano	Assistant Principal	John F. Kennedy School
Lianet Lopez	Special Education Teacher	John F. Kennedy School
Gina Samaniego	Special Education Teacher	John F. Kennedy School
Jaimi Kennedy	Special Education Teacher	John F. Kennedy School
Aisha Lopez	Special Education Teacher	John F. Kennedy School
Jamie Rubino	Teacher	John F. Kennedy School
Yannyn Suarez	Biliteracy Teacher	John F. Kennedy School

**Updated:**  
February, 2022  
September, 2019