



All children are capable of learning. It is imperative children be offered a diverse approach to learning. Many children learn differently and at different rates. One way Nativity is able to accommodate them is through:

Mrs. Gloss' Learning Lab

Nativity's Learning Lab was developed in 2001 to better accommodate today's learner. The services which carried out through the lab are Literacy Coordinating, Response to Intervention/Academic Intervention Support, 504 plans and IEP testing accommodations. In addition, the lab is used for all make-up tests K-8, and as a quiet area for students who need to complete any independent work.

Response to Intervention RTI

Nativity of Our Lord School believes in providing the highest quality of education for every student. We recognize that students learn differently, and are committed to helping all students succeed. To meet this goal, we adopted a three-tiered approach to instruction. This process, known nationally as **Response to Intervention**, or RTI, gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students.

We currently provide RTI in Reading and Math for grades K-4. Our school-wide screening tool for Reading and Math, Renaissance Star, is administered to all students in K-4 three times during each school year to determine the students who are at or above benchmark and students who will need supplemental instruction to meet grade level expectations. Students needing intervention will be monitored weekly using Star progress monitoring assessment tool. Data from these tools and a variety of other sources will help us provide students with the best instruction. Information from assessments will guide instruction and keep the school and you aware of how your child is progressing.

Each tier provides additional support beyond the core curriculum. Students needing supplemental instruction/intervention will be monitored frequently to ensure students meet grade level expectations. Students will continue to participate in the core curriculum even if they need the support of tier two or tier three interventions. In tier one, teachers will use different strategies within the core curriculum to address student needs. Students who are not progressing at a rate to meet end of year benchmarks in tier one, will be provided interventions matched to their needs. These tier two interventions take place in a small group for 60-90 minutes per week. The students' progress will be tracked with the intervention plan weekly. Interventions occur for a minimum of five weeks, but may continue as needed to ensure student success in the core program. If needed, adjustments may occur in the intervention plan based on the student's progress. Depending on student need and progress, we may change the intervention or increase the frequency, time or intensity of the intervention. This more intense level is considered tier three. Students provided with tier three interventions are placed in smaller groups than tier two, and the number of minutes increases to 180 per week. Monitoring student's progress

continues on a weekly basis with the Renaissance tools given.

Another feature of The Learning Lab is to act as a literacy coordinator for grades K-4. Some of the responsibilities are as follows:

- Disseminate student RTI files from the previous year to classroom teachers for students currently involved in the RTI process and maintain files of students continuing in RTI.
- Oversee the implementation of all benchmark assessments and the universal screening for RTI. Determine the cut score on the screener to be used by each grade level or classroom to identify the Tier 1 students.
- Collaborate with the classroom teacher to identify the Tier 1 students.
- Collaborate with classroom teachers toward the final weeks of Tier 1 to predict which, if any students may need to be identified for Tier 2.
- Design and deliver small group specifically targeted interventions for Tier 2 students to address deficit reading skills.
- Maintain appropriate documentation for Tier 2 as well as required charting of slope and growth. •

Maintain a file of all Tier 2 data and monitor the documentation for Tier 1 by classroom teachers.

- Maintain a calendar and monitor appropriate intervals of time and documentation regarding all Tier 2 students.
- Administer additional reading screenings as deemed appropriate.

504 Plans and IEP's

The lab is also used for students who have 504 plans. This is an accommodation plan which is written at Nativity for those children who have been tested by a professional, and are in need of an accommodation in order to reach their full potential in the classroom. 504 plans and IEP's "level the playing field" for the student. The lab is used to carry out accommodations such as extra time on tests, rephrasing directions, separate location for tests etc.

The lab also acts as a liaison between Orchard Park Schools and Nativity. All paperwork and meetings are coordinated through the Learning Lab. As a result of the testing, Orchard Park Central School professionals come **directly to Nativity** during our school day to provide the services for any child who qualifies through an IEP (Individualized Educational Program) or 504 Plan. **Most of the time, these services are on a 3-1 basis.** These services provided by Orchard Park can include PT (Physical Therapy), Speech, Resource Room etc. The Learning Lab also carries out any testing accommodation a child has on an IEP.

Note: At any point in this multileveled process, a child may be referred for evaluation under IDEA to determine if he or she is a "child with a disability" as IDEA 2004's regulation defines that term at §300.8. Becoming involved in RTI does not mean that a child has to complete a level, or all levels, of an RTI approach before he or she may be evaluated for eligibility for special education and related services. The IDEA 2004's regulations very clear about this. RTI may not be used as a means of delaying or refusing to conduct such evaluation if the school suspects that the child has a disability or if the parents request.