

DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS

In accordance with Commissioner's Regulations, the School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

Minimum Requirements of District's RTI Program

The District's RTI process shall include the following basic components:

- a) A guaranteed and viable curriculum at each grade level, K-12 to include, but not limited to English Language Arts (ELA) and Mathematics articulated through a District-approved and dynamic scope and sequence document;
- b) A plan, called the K-12 Multi-Tiered System of Supports (MTSS) Plan articulates the RtI Process, including Tier I, Tier II and Tier III instruction, strategies, methodologies, resources, as well as intensity and frequency of delivery;
- c) Scientific, research-based instruction in reading and math provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean 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;
- b) Screenings shall be provided to all students in grades K-8 at least three (3) times per year to identify those students who are not making academic progress at expected rates;
- c) Scientific, research-based instruction matched to student's targeted need with increasing levels of intensity for those 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;
- d) Repeated assessments of targeted skill areas, which should include curriculum, based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- e) A building-based team to establish at-risk criteria (cut scores), review screening data, and make decisions related to student performance and necessary interventions;
- f) 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:

(Continued)

SUBJECT: DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

1. The amount and nature of student performance data that will be collected and the general education services that will be provided.
2. Techniques, strategies, and/or programs that will be used to address deficit areas to increase the student's rate of learning; and
3. The parent's right to request an evaluation for special education programs and/or services.

Structure of Response to Intervention Program

The District's RTI program (*referred to in the District's K-12 MTSS Plan*) will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

RTI Teams, whose memberships are dynamic, and may include, but are not limited to regular education teachers, special education personnel, the school psychologist, reading and math specialists, designated administrators, and other individuals deemed appropriate by the District, will be available for each building/grade level classification to address the implementation of the District's RTI process.

The RTI Team's responsibilities shall include, but are not limited to the following:

- a) Identifying the interventions appropriate for each level of the tiered model and criteria for movement in and out of each level;
- b) Reviewing and analyzing data collected pursuant to this policy;
- c) Making decisions regarding the appropriateness of interventions used and the grouping of students to maximize effectiveness;
- d) Recommending changes in student's instructional programs based upon the analysis of the data; and
- e) Determining whether students are making progress and when or if a referral to the Instructional Support Team (IST) or Committee on Special Education (CSE) is appropriate.

Criteria for Determining the Levels of Intervention to be Provided to Students

Criteria for determining the levels of intervention provided to students is articulated in the District's Multi-Tiered System of Supports (MTSS) Plan.

(Continued)

POLICY

2008 7618
3 of 5

Students

SUBJECT: DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

Types of Interventions

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those 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.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier I Instruction

Tier I instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Classroom interventions in the form of additional learning and practice opportunities are provided as appropriate.

The analysis of Tier I student performance data will be used to identify those students who need additional intervention at the Tier II level of instruction.

Tier II Instruction

In general, Tier II instruction will consist of small group, targeted interventions for those students identified as being "at risk" who fail to make adequate progress in the general education classroom. Tier II instruction will include programs and intervention strategies designed to supplement Tier I interventions provided to all students in the general education setting.

Tier II instruction may be provided by specialized staff such as reading and math teachers, tutors, speech therapists, school psychologists and/or school counselors as determined by the RTI Team.

Students who fail to demonstrate adequate progress in reading and/or math as determined by progress monitoring data shall receive targeted interventions in the specific areas of difficulty. The frequency, duration, and intensity of the intervention will be modified based upon the student's response and review of the assessment data.

Targeted interventions are research-based and implemented with integrity and fidelity consistent with identified area of need. Intervention results are progress monitored on a consistent basis for the purpose of timely reviews by the teacher and the RTI team to determine adequate progress. Data results shall be documented and lead to the termination or continuation of the intervention including extension of intervention duration at this Tier, long-term support or movement to a more intensive instructional approach.

(Continued)

POLICY

2008 7618
4 of 5

Students

SUBJECT: DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

At the conclusion of Tier II instruction, the RTI Team will review the student's progress and make a determination as to whether Tier II interventions should be maintained; the student returned to Tier I instruction if satisfactory progress is shown; referred to the Instructional Support Team (IST) and/or referred for Tier III instruction.

Tier III Instruction

Tier III instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student; and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier II level. Tier III instruction may include longer periods of intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier III instruction will be provided by those specialists, as determined by the RTI Team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education (CSE). Based on the review of data, the Building Team shall determine whether a Tier III student is making adequate progress to meet age or grade level standards and requires long-term planning for continued success, or if a referral to the Committee on Special Education is needed for continuation of specialized instruction in reading or math. Upon the recommendation of the Team that a student should be referred to the CSE, the District shall initiate a referral without delay.

Progress monitoring on a continuous basis is an integral part of Tier III; and the student's response to the intervention process will determine the need/level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The RTI Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. Such data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's RTI program and make modifications to the program as deemed necessary.

The data collected shall reflect the general outcome areas of reading and math that are critical to student achievement and are aligned with State standards.

(Continued)

POLICY

2008 7618
5 of 5

Students

SUBJECT: DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

Manner and Frequency for Progress Monitoring

The RTI/~~Building~~ Team shall monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the student's teacher(s) and will determine if further adjustments need to be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress shall be an ongoing part of the RTI program from the initial screening to completion of the RTI process as applicable. Parents may also request that the progress of their child be reviewed by the RTI and/or IST.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the RTI process being implemented) will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period/intervention process.

Staff Development

All staff members involved in the development, provision and/or assessment of the District's RTI program, including both general education and special education instructional personnel, shall receive appropriate training necessary to implement the District's RTI program as part of the Multi-Tiered System of Supports (MTSS) Plan. Staff development will include the criteria for determining the levels of intervention provided to students, the specific intervention techniques, fidelity of implementation, collection of student performance data, and the manner and frequency for monitoring progress.

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311

Education Law Sections 3208, 4002, 4401, 4401-a, 4402, and 4410

8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(ii), 200.2(b)(7), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

Adopted: 03/19/08

Amended: 12/19/18