

Students

**SUBJECT: 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 minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics 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 the class to identify those students who are not making academic progress at expected rates;
- c) Universal screenings for all students (K through 11) are to be conducted three (3) times per academic year (fall, winter, spring). The specific screenings for each grade level are identified in the District's RTI Plan. This plan is reviewed annually by the Board of Education;
- d) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions 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;
- e) 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.

**Structure of Response to Intervention Program**

The District's RTI program 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.

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

Student Support Teams, whose members may include, but are not limited to, regular education teachers, special education data teams personnel, the school psychologist, reading and math coordinators, 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 Student Support Team data teams' responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining whether to make a referral for special education programs and/or services.

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

Grade levels/assessment guidelines for targeted areas of student performance in accordance with Commissioner's Regulations to identify 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 are specified in the District's RTI Plan.

Assessment measures/tools and the corresponding scores or levels of proficiency below which students shall be considered for increasingly intensive levels of targeted intervention and instruction are specified in the District's RTI Plan.

**Types of Interventions – Instruction Matched to Student Need**

The Depew Union Free School District's process to determine if a student responds to scientific, research-based instruction shall include instruction matched to student 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 (NYCRR 100.0).

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**SUBJECT: DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)****MULTI-TIER SERVICE DELIVERY MODEL**

A multi-tiered system can be viewed as layers of increasingly intense intervention that respond to student-specific needs (a continuum of instructional support provided to a student).

**LEVELS OF INTERVENTION: TIER 1 INSTRUCTION**

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 and program. Depew's core program (Tier 1) will minimally include:

- a) Core curriculum aligned to the NYS learning standards;
- b) Appropriate instruction and research-based, instructional interventions that meets the needs of at least eighty percent (80%) of all learners;
- c) Universal screening administered to all students in the general education classroom three (3) times per year;
- d) Weekly progress monitoring of students initially identified as at-risk for five (5) or six (6) weeks;
- e) Differentiated instruction based on the abilities and needs of all students in the core program; and
- f) A daily uninterrupted 90-minute block of instruction in reading (K through 5).

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

**LEVELS OF INTERVENTION: TIER 2 INSTRUCTION**

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. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus twenty (20) to thirty (30) minutes of supplemental interventions three (3) to five (5) days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitor reports from Tier 1. Therefore, students are often grouped according to instructional need. The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside of the general education classroom.

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Tier 2 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 Student Support Team.

At the conclusion of Tier 2 instruction, the Student Support Team will review the student's progress and make a determination as to whether Tier 2 interventions should be maintained; the student returned to the general education classroom if satisfactory progress is shown; or referred for Tier 3 instruction.

**LEVELS OF INTERVENTION:  
TIER 3 INSTRUCTION**

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent (1%-5%) of students in a class who will 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 small group setting [generally one (1) to two (2) students at a time] anywhere from thirty (30) to sixty (60) minutes at a minimum of four (4) days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

Tier 3 instruction will be provided by those specialists, as determined by the Student Support 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.

Progress monitoring on a continuous basis is an integral part of Tier 3; and the student's response to the intervention process will determine the need/level of further intervention services and/or educational placement.

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**SUBJECT: DISTRICT POLICY REGARDING RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)****Amount and Nature of Student Performance Data to be Collected**

The Student Support Team/Data 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.

**Manner and Frequency for Progress Monitoring**

The Student Support Team/Data 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 Student Support Team.

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. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

**Parent Notification**

Written notification shall be provided to parents when their child requires an intervention beyond that provided to all students in the general education classroom (begins receiving Tier 2 interventions). Such written notice shall include the following information:

- a) The amount and nature of student performance data that will be collected and the general education services that will be provided as part of the RTI process;

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- b) Strategies for increasing the child's rate of learning; and
- c) The parents' right to request an evaluation for special education programs and/or services.

Section 200.4(j) of the Regulations of the Commissioner of Education requires the parents/guardians of students suspected of having a learning disability to receive data-based documentation of the student's achievement at reasonable intervals reflecting formal assessment of a student's progress based upon progress monitoring data collected within each Tier.

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311  
Education Law Sections 3208, 4002, 4401, 4401-a, 4402, 4402, and 4410  
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i),  
and 200.4(j)(5)(i)(g)

Adopted: 7/12/11