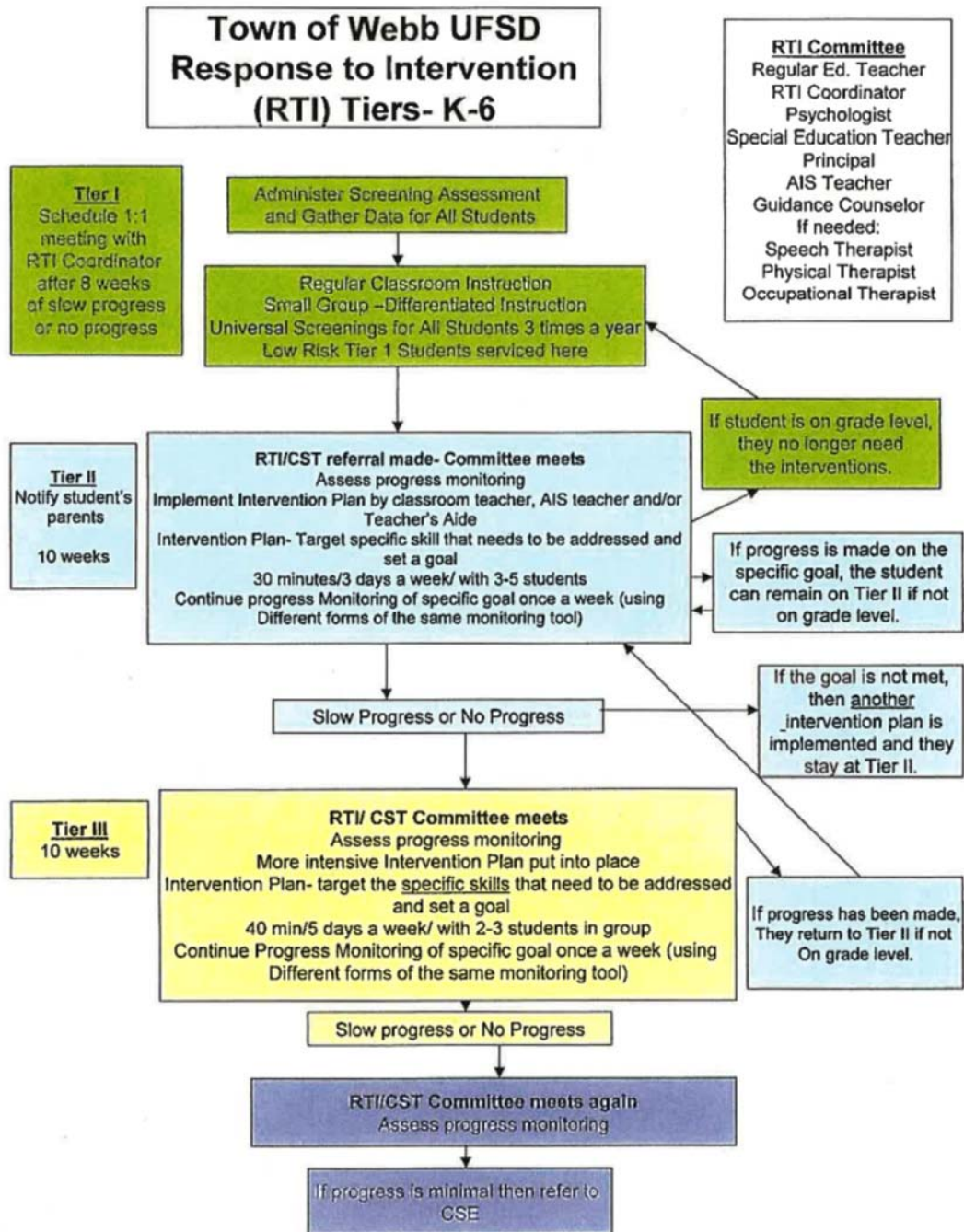


**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY****Specific Structure**

- a) Appropriate Instruction (Scientific research based curriculum that provides differentiated instruction)
- b) Universal Screenings
- c) Instruction Matched to Student Needs (multi-tiered model with interventions that meet the needs of the students)
  - 1. Tier 1 (Instruction provided to all students in the classroom provided by general education teacher)
  - 2. Tier 2 (Supplemental instruction provided in addition to the core Tier 1 instruction)
  - 3. Tier 3 (Specific interventions provided for those students who demonstrate insufficient progress in Tier 2)
- d) Progress Monitoring
- e) Data-Based Decision Making (CST referral)
- f) Notification to Parents
- g) Staff Training
- h) Use of RtI to Determine a Learning Disability (CSE referral)

(Continued)

Students

**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY (Cont'd.)**

(Continued)

**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY (Cont'd.)****Response to Intervention (RtI) definition**

Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's regulations, TOWUFSD has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, TOWUFSD will provide appropriate RtI service pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

TOWUFSD has established procedures for identifying students with learning disabilities that use a research-based RtI process to, or as part of, an individual evaluation to determine whether a student has a learning disability. An RtI process is required for all students in grades kindergarten through grade 4 suspected of having a learning disability in the area of reading. RtI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

**Minimum Requirements of RtI Program**

TOWUFSD's RtI process will 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, 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;
- b) Screenings will be provided to all students in the class to identify those students who are not making progress at expected rates;
  1. Students in Grades K-6 will receive screenings in September, January, and June in the areas of reading and mathematics.
- c) 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;
- d) Repeated assessments of student achievement which include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;

(Continued)

**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY (Cont'd.)**

- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; to be determined by the Child Study Team (CST);
- 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:
  - 1. The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's regulations;
  - 2. Strategies for increasing the student's rate of learning; and
  - 3. The parents' right to request an evaluation for special education programs and/or services.

**Structure of RtI Program**

TOWUFSD will use a three-tiered approach overseen by the Child Study Team (CST).

TOWUFSD's RtI program will consist of multiple tiers of instruction or 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.

Child Study Team (CST), whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math coordinators, designated administrators, and other individuals deemed appropriate by TOWUFSD, will be available for each grade level classification to address the implementation of TOWUFSD's RtI process.

The CST's responsibilities will include, but are not limited to, the following:

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

(Continued)

**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY (Cont'd.)****Criteria for Determining the Levels of Intervention to be Provided to Students**

Benchmark assessments in ELA and math will be used to determine proficiency levels. Those students who fall below proficiency levels will be considered for increasingly intensive levels of targeted intervention and/or instruction.

**Types of Interventions**

May include, but are not limited to, the following:

- a) Match materials to instructional level (i.e., use manipulatives)
- b) Modify instruction time
- c) Increase task structure
- d) Mini-lesson for skills deficits
- e) Decrease group size
- f) Increase amount of time for cues and prompts
- g) Visual cues for instruction and/or transitions
- h) Non-verbal cues
- i) Repeat/rephrase directions
- j) Use varied instructional strategies
- k) Pre-teach important concepts prior to instruction
- l) Provide repeated practice
- m) Use of graphic organizers
- n) Conferencing with student
- o) Structured study hall
- p) Modify text (use highlighters, sticky notes, enlarged text, etc.)
- q) Preferential seating
- r) Peer tutoring or Cross-age tutoring
- s) Anchor charts and word walls

TOWUFSD 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 the 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.

(Continued)

**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY (Cont'd.)**Tier One Instruction

Tier One 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. Group and/or individualized instruction, assessment, and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention as the Tier Two Level of Instruction.

Tier Two Instruction

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

Tier Two 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 CST.

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

Tier Three Instruction

Tier Three 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 Two level. Tier Three instruction may include longer periods of intervention programs and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by those specialists, as determined by the CST, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the CST, and in accordance with applicable law and regulations, a referral of the student may be made to the CSE.

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

(Continued)

**SUBJECT: RESPONSE TO INTERVENTION (RtI) POLICY (Cont'd.)****Amount and Nature of Students Performance Data to be Collected**

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

**Manner and Frequency of Progress Monitoring**

The CST will monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The CST will meet with the student's teacher(s) and determine if further adjustments must be made to the student's current instructional program and/or made to the Tier Level of intervention provided. Monitoring of student progress will 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 CST review their child's progress.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the RtI process being implemented) will also be completed by the CST 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 or intervention process.

**Staff Development**

All staff members involved in the development, provision, and/or assessment of TOWUFSD's RtI program, including both general education and special education instructional personnel, will receive appropriate training necessary to implement TOWUFSD'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.

**Use of RtI to Determine a Learning Disability (CSE Referral)****Criteria for Determining 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.

Adopted: 6/22/23