

Response to Intervention (RTI) Process

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, 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.

Chenango Valley Schools has established procedures for identifying students with learning disabilities that use a research-based RTI process prior to or as a part of an individual evaluation to determine whether a student has a learning disability. Effective July 1, 2012 an RTI process is **required** for all students in grades kindergarten through grade 4 suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

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 are provided to all students in the class to identify those students who are not making academic progress at expected rates in Grades K-5 at a minimum of two (2) times per year;
- 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 should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- 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; and

Each building has established RTI Teams that include principals, school psychologist, Special Education teacher, social worker, classroom teacher and AIS teacher.

- 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 Response to Intervention Program

Chenango Valley Central School District uses a three tiered model of intervention. Tier I is general support through classroom curriculum; Tier II is strategic support with targeted interventions delivered by an AIS teacher, the Special Education teacher or the classroom teacher. Tier III is intensive support with intense targeted interventions delivered by the AIS or Special Education teacher. Tier III support could result in eligibility to Special Education services.

The district's RTI program consists 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.

Building RTI Teams, 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 the district, will be available for each building/grade level classification to address the implementation of the district's RTI process.

The Building RTI Team's 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

In Grades K-3 students performing below the NYS Education requirements in the combined areas of Reading and/or the combined areas of Mathematics and below level in NYS approved screenings will be eligible to receive Academic Intervention Services by AIS providers or Special Education teachers. Students in Grades 4-9 will be provided AIS services through determination of the Regulations of the Commissioner of Education relative to Academic Intervention Services (AIS) Requirements.

Assessment measures used to determine eligibility for AIS services in Grades K-3 are NYS approved Benchmark Screenings that are delivered a minimum of two (2) times per year along with district established benchmarks.

Types of Interventions

The district provides 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.

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

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 at the Tier Two Level of instruction.

Tier Two Instruction

In general, Tier Two instruction consists 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 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 AIS Teachers, and/or Special Education teachers or classroom teachers, and/or therapist as determined by the Building RTI Team.

At the conclusion of Tier Two instruction, the Building RTI Team reviews 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 program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction is provided by those specialists, as determined by the Building 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.

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/level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The Building 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.

Manner and Frequency for Progress Monitoring

The Building RTI Team monitors the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team meets with the student's teacher(s) and determines 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 is 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 Building RTI Team.

Fidelity is also completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks are established for student performance 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. 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;
- 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.

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)