

SUBJECT: RESPONSE TO INTERVENTION (RTI)

In accordance with Commissioner's Regulations, the Union Springs Central 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. If a student does not make adequate progress after an appropriate period of time when provided instruction pursuant to the RTI process, the student shall be referred to the CSE by District staff for evaluation of whether the student is a student with a disability.

The District's RTI process shall include the following:

- a) Scientific, research-based instruction provided to all students in the general education program by qualified personnel;
- 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) Scientific, research-based instruction matched to student need with increasingly intense levels of targeted interventions for those 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 assessment of student achievement which could include Curriculum Based Measures, to determine if the 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, instruction and/or services and the decision to make a referral for academic intervention services or special education programs and/or services.

The District's RTI program consists of three 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.

Tier I

Tier I is provided to all students in the general education setting. The use of scientific researched-based instruction will be provided by the general education teacher and/or 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 I student performance data will be used to drive instruction and identify those students who need additional support at the Tier II Level of Intervention.

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SUBJECT: RESPONSE TO INTERVENTION (RTI) (Cont'd)**Tier II**

Tier II intervention consists of small group, targeted instruction for those students who fail to make adequate progress in the general education classroom. Tier II interventions are designed to supplement general education provided to all students and the Tier I interventions provided to students in general education. Tier II interventions are generally provided by classroom teachers and/or teacher assistants and may be provided by specialized staff such as reading teachers, speech therapists, school psychologists and/or guidance counselors as determined by the Intervention Team.

Students' progress is monitored and recorded to determine whether Tier II interventions should be maintained, or the student referred to Tier III.

Tier III

Tier III intervention 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 Tier II. Tier III interventions are more intensive and are monitored more frequently. Tier III Instruction is provided by those specialists/teachers best qualified to address the individual student's needs. Progress monitoring on a continuous basis is an integral part of Tier III. The student's response to the intervention will determine the need/level of further intervention services and/or educational placement.

School Based Intervention Teams

School Based Intervention Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, designated administrators, and other individuals deemed appropriate by the District, will be available for each building to address the needs of students not making academic progress at expected rates.

School Based Intervention Team's responsibilities shall include, but are not limited to analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services.

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Students

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Parent Notification

Written notification shall be provided to parents when their child requires an intervention beyond the teacher's differentiation of instruction that is provided to all students in the general education classroom and requires more intensive academic intervention services. Such written notice shall include the following information:

1. The amount and nature of the student performance data that will be collected and the general education services that will be provided as part of the RTI process;
2. Strategies for increasing the child's success in learning; and
3. The parents' right to request an evaluation for special education programs and/or services.

While the parent can request an evaluation at any time, results of that evaluation, cannot solely be used for eligibility purposes due to Federal and State mandates (RTI).

Staff Development

All educational personnel shall receive appropriate training necessary to implement the District's RTI program. Staff development will include information on research-based instruction, the tiers of intervention, types of interventions, and the manner and frequency for monitoring and recording progress.

Adopted: 3/14/11

Revised: 2/27/17