

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006).

The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners (NYSESED, 2010)

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed (NYSESED, 2010).

Summary of RTI Requirements

Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall include **appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading 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 [8 NYCRR §100.2(ii)(1)(i)] .

Appropriate instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

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Screenings Applied to All Students in the Class

A school district's process to determine if a student responds to scientific, research-based instruction shall include **screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates [8NYCRR §100.2(ii)(1)(ii)].

Screenings of all students should be conducted at least three times per academic year (fall, winter, spring) to help ensure the early identification of students *potentially* at risk and the areas in which they may experience difficulty.

Parents of all students should be notified of school-wide screening results.

Universal Screening Procedures

- If a student is absent when a universal screening is administered, it is the responsibility of a member of the screening team that the student completes the screening within the set timeframe for that screening window.
- When a new student enrolls in a building it is the responsibility of the classroom teacher to set up screening for that student.
- When administering universal screeners, students will NOT be provided test accommodations. This is to ensure that an accurate baseline measure is obtained.
- Screenings *must* be completed by a Screen Team
 - Screen Teams for K-6 ELA and Math consist of:
 - RtI Providers
 - Classroom Teachers
 - School Psychologists
 - Other Professionals as needed
 - Screen Teams for 7-12 ELA and Math consist of
 - Classroom teacher
 - ELA teacher for ELA Screening
 - Math teacher for Math Screening
 - RtI Providers
 - Advisors

Placement in Intervention Services

In all buildings, students are primarily placed by a direct route to service based upon their performance on the universal screening measures. This applies to both Math and ELA intervention services.

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The direct route to service is the following:

- Students to be placed in Tier 2
 - Scored in the bottom half of the 16th and 30th percentile on the universal screening: Direct Support
 - Scored in the upper half of the 16th and 30th percentile on the universal screening: Monitor
 - And/or Scored in bottom half of Level 2 on NYS 3-8 Assessment (scaled score): Direct Support
 - And/or Scored in upper half of Level 2 on NYS 3-8 Assessment (scaled score): Monitor
- Students to be placed in Tier 3
 - Scored between the 1st and 15th percentile on the universal screening
 - And/or Scored Level 1 on NYS 3-8 Assessment (scaled score)

Students may also enter intervention services based upon the following:

- Records indicating services at previous schools
- Recommendation from the Problem Solving Team (PST).
 - Please note, recommendations will be based on documented interventions

Intervention Program Criteria

- Students will receive specialized instruction
 - Based on universal screening results
- Students will work towards an individualized goal
 - Created by the Intervention provider
- Students progress will be monitored based on progress monitoring protocol
 - Progress will be reported quarterly to the students' parents

Exit Criteria for Intervention Services

- Score above the 30th percentile on universal screening measure(s) and/or a Level 3 or 4 on the NYS 3-8 Assessments

Storage and Maintenance of Records

- Records will be kept according to NYS Law.

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Instruction Matched to Student Need

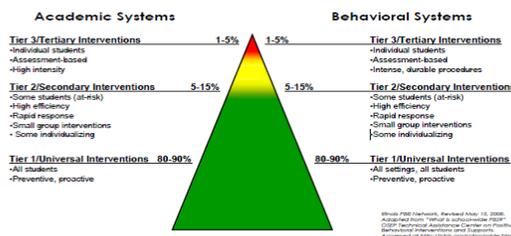
A school district's process to determine if a student responds to scientific, research- based instruction shall include **instruction matched to student need** with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards [8NYCRR §100.2(ii)(1)(iii)].

Multi-Tier Service Delivery Model

When students are identified through screening, progress monitoring, or other on-going assessment procedures as not making sufficient or satisfactory progress, the school’s multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- size of instructional group,
- mastery requirements for content,
- frequency and focus of screening,
- duration of the intervention,
- frequency and focus of progress monitoring,
- frequency of intervention provided, and
- the instructor’s qualifications.

School-Wide Systems for Student Success:
A **Response to Intervention** (RTI) Model



**CULTURALLY
RESPONSIVE
INSTRUCTION**

Culturally responsive instruction uses the cultural knowledge, prior experiences, performance styles and strengths of students from diverse backgrounds to make learning more appropriate and

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Tier 1

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 positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based
- instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading.

Tier 2

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 20-30 minutes of supplemental interventions two to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment, or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

The school determines the location of Tier 2 intervention. It may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using Curriculum-Based Measurement (CBM) that measure targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended (**fidelity checks**) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

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The recommended length of time a student spends in the second tier of intervention will vary depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Tier 3

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 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 a small group setting anywhere from 30 to 60 minutes at a minimum of three 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. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. 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.

Description of different teams:

Inquiry

- Purpose is to set a goal for the entire building using data from the universal screeners. This goal should be woven into everyday instruction and trends. This team also ensures students that are at-risk based off standard protocol are placed in intervention. The responsibilities of this team will be carried out by the Response to Intervention District Design Team.

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Data

- Purpose is to discuss formative assessments, summative assessments, and, progress monitoring data to inform instruction. This team also discusses the appropriate placement of students in interventions and collaborate to create effective Tier 1 and Tier 2 interventions within the classroom. These are grade-level or grade-band teams that can include AIS providers and other members when necessary.
- Attachment H: Data Team Meeting Protocol

Problem Solving Team

- Purpose is to discuss individual students that have not responded to several targeted, intensive interventions. This team also discusses the development of additional interventions in the student's area of need. This is a set building-level team comprised of invested members. This team *must* include, but is not limited to, the building principal, school psychologist, counselor, general education teacher(s), special education teacher(s), and RtI provider(s). Also, if applicable the Problem Solving Team must include Native American Student Liaison(s) , and related service provider(s).

Repeated Assessments of Student Achievement (Progress Monitoring)

A school district's process to determine if a student responds to scientific, research-based instruction shall include **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 [8NYCRR §100.2(ii)(1)(iv)].

Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. *Progress monitoring* provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum (Mellard and Johnson, 2008).

Data from progress monitoring in Tier 1 inform decision-making about classroom instruction in two main ways:

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- Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
- Analysis of average performance of all students combined and their rate of growth can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:

- Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and
- "Level of performance, or the student's relative standing on some dimension of achievement/performance, compared to expected performance (either criterion- or norm-referenced)." (NASDSE, May 2006)

Application of Student Information to Make Educational Decisions

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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 special education programs and/or services [8NYCRR §100.2(ii)(1)(v)].

Standard Protocol Model

A standard protocol model involves the provision of a research-validated interventions for a specific amount of time, duration, and frequency with small groups of students having similar needs.

Problem-Solving Model

- The problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables.
- Conceptualize the problem (Is there a problem? What is it?)
- Examine variables that may be influencing the problem (Why is it happening?)
- Deliver targeted or individualized interventions (What shall we do about it?)
- Evaluate the effectiveness of the intervention (Did the intervention work?)

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Considerations when Implementing RtI with Limited English Proficient/English Language Learners (LEP/ELL)

For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) (Esparza Brown and Doolittle: NCCREST, 2008).

Notification to Parents

A school district's process to determine if a student responds to scientific, research-based instruction shall include **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:

- the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;
- strategies for increasing the student's rate of learning; and
- the parents' right to request an evaluation for special education programs and/or services. [8NYCRR §100.2(ii)(1)(vi)]

Parents must be notified in writing and in a language or mode of communication they understand if their child needs and intervention beyond that which is provided to all students in the classroom in and RtI process. The notification **MUST** include the following:

- how much and what kind of information (data) the school will collect to monitor the student's progress
- the nature of the intervention/instructional support the student receive; and
- of the parent's right to request an evaluation for special education services.

School District Selection of the Specific Structure and Components of an RtI Program

A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected, and the manner and frequency for progress monitoring [8NYCRR §100.2(ii)(2)].

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Students

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Ensuring Staff Knowledge and Skills Necessary to Implement RtI Programs

A school district shall take appropriate steps to **ensure that staff has the knowledge and skills necessary** to implement a response to intervention program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district. [8 NYCRR §100.2(ii)(3)]

Staff Roles and Responsibilities by Building

	Grimshaw	ONS	Junior/Senior High	Big Picture
Screeners	Screen Team	Screen Team	ELA/Math Teachers	Advisors
Screener Make Ups / New Students	RtI Intervention Providers	RtI Intervention Providers	Scheduled through Guidance	Advisors
Data Analysis	RtI Intervention Providers & School Psychologist	RtI Intervention Providers & School Psychologist	School Psychologist	School Psychologist
Scheduling Intervention	RtI Intervention Providers & Principal	RtI Intervention Providers & Principal	School Psychologist & Guidance	School Psychologist & Guidance
Entrance & Conflict	RtI Intervention Providers	RtI Intervention Providers	Grade Level Counselor	Grade Level Counselor
Exit/Reduction Letters	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers
Tier 1 Instruction	Classroom Teacher	Classroom Teacher	ELA/Math Teachers	Advisors

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Tier 2 Without RtI	Classroom Teacher	Classroom Teacher	ELA/Math Teachers	Advisors
Tier 2 With RtI	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers
Tier 3 Instruction	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers
Progress Monitoring Goal Setting	Intervention Providers	Intervention Providers	Intervention Providers	Intervention Providers
Tier 1 Progress Monitoring	Classroom Teacher	Classroom Teacher	ELA/Math Teachers	Advisors
Tier 2 Without RtI Progress Monitoring	Classroom Teacher/ RtI Intervention Providers	Classroom Teacher/ RtI Intervention Providers	ELA/Math Teachers	Advisors
Tier 2 With RtI Progress Monitoring	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers
Tier 3 Instruction Progress Monitoring	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers
Inquiry Team	RTI DDT	RtI DDT	RtI DDT	RtI DDT
Data Team	Principal, School Psychologist, Classroom Teacher, RtI Intervention Providers	Principal, School Psychologist, Classroom Teacher, RtI Intervention Providers	Principal, School Psychologist	Principal, School Psychologist,
Problem Solving Team	Principal, School Psychologist, Classroom Teacher, RtI Intervention Providers, School Counselor, Related Service Providers	Principal, School Psychologist, Classroom Teacher, RtI Intervention Providers, School Counselor, Related Service Providers	Principal, School Psychologist	Principal, School Psychologist,

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Tier 2 Without RtI Quarterly Reports	Classroom Teacher/ RtI Intervention Providers	Classroom Teacher/ RtI Intervention Providers	ELA/Math Teachers	Advisors
Tier 2 With RtI Quarterly Reports	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers
Tier 3 Instruction Quarterly Reports	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers	RtI Intervention Providers

Use of RtI in the Determination of a 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.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student’s poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

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 District 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, 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.

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

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective RtI process, which includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of RtI data in determining if a student has a learning disability. This guidance document is available on the SED's official website.

The District has established procedures for identifying students with learning disabilities that use a research-based RtI process prior 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 District's RtI Program

The District'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 academic progress at expected rates;
- 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

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

- 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 Rtl Program

The District's Rtl 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.

Student Support Teams (SSTs), 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 or grade level classification to address the implementation of the District's Rtl process.

The SST'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 Rtl model;
- b) Analyzing information and assessments concerning a student's Rtl and making educational decisions about changes in goals, instruction, or services;
- c) Determining whether to make a referral for special education programs or services.

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

Types of Interventions

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

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 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 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 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 SST.

At the conclusion of Tier Two instruction, the SST 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.

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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 will be provided by those specialists, as determined by the SST, 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 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.

Amount and Nature of Student Performance Data to be Collected

The SST 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. This 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 Rtl program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

The SST will monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team will meet with the student's teacher(s) and 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 will be an ongoing part of the Rtl program from the initial screening to completion of the Rtl process as applicable. Parents may also request that the progress of their child be reviewed by the SST.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the Rtl 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 or intervention process.

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

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, will 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.

34 CFR §§ 300.309 and 300.311

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

8 NYCRR §§ 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

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