

SUBJECT: RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. The School District shall establish a plan and practices for implementing school-wide RTI approaches in order to remediate the performance of students who demonstrate a lack of adequate progress toward learning standards.

The provision of programs and/or services for students starts with consideration and implementation of instruction in the general education curriculum, with appropriate supports and/or modifications as may be necessary. When implementing RTI strategies, the District may utilize resources/strategies already in place for qualified students including, but not limited to, services available through Educationally Related Support Services, Academic Intervention Services, and/or Section 504 of the Rehabilitation Act of 1973, as defined in Education Law and/or Commissioner's Regulations. All of these programs may be considered as possible components of RTI plans. The District will ensure that there is a system in place, with appropriate personnel, for developing, implementing and evaluating these intervention strategies.

The District will provide general education support services, instructional modifications, alternative instructional approaches, and/or alternative program options to address a student's performance prior to a referral to a Committee on Special Education (CSE). Building-level Response to Intervention teams shall be formed in accordance with law and/or regulations as may be applicable, as well as per District guidelines. The RTI team will include representatives from general and special education as well as other disciplines/specialties and include individuals with classroom experience. Parents/guardians will be involved in developing RTI plans to address the educational needs of their children. Additionally, the District will seek collaboration between outside agencies and the school, as appropriate.

Administration shall ensure that appropriate opportunities exist for collaboration between general educators and support staff, and that consultation and support are available to teachers and other school personnel to assist parents/guardians and teachers in exploring alternative approaches for meeting the individual needs of any student prior to any formal referral for special education.

The determination of RTI strategies/services shall consider the student's strengths, in addition to the concerns of staff. The building administrator will further ensure that all staff members are familiar with intervention procedures and procedures for working with a Response to Intervention team.

Interventions and/or instructional support plans shall be proactive in their strategies to meet the broad range of student needs and to improve student performance. RTI strategies and/or instructional support plans are to be reviewed and evaluated to determine their effectiveness,

and modified as may be appropriate. Appropriate documentation of the prevention and/or intervention strategies implemented shall be maintained, to include actual student attendance and performance data based on ongoing progress monitoring. In the District's RTI model, targeted interventions need to be provided in general education classrooms, in general education classrooms with differentiated instruction and support, in small, flexible instructional groups which may utilize the expertise of push-in or pull-out support staff, and in integrated pull-out instructional programs.

The New York State Regents policy framework for RTI defines this term to minimally include the following.

- 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.
- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates
- 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
- 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; 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
- 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, strategies for increasing the student's rate of learning, and parents' right to request an evaluation for special education programs and/or services

Should a referral be made to the CSE during the course of implementing RTI services, the CSE is obligated in accordance with law to continue its duties and functions, and must meet mandatory time lines in evaluating the student for special education services and implementation of an Individualized Education Program, if applicable.

Educationally Related Support Services

Educationally related support services (ERSS) refer to curriculum and instructional modification services, direct student support team services, assessment, non-career

counseling services, special instruction to eligible students with disabilities as defined in Education Law Section 4401 (which does not generate excess cost aid, including related services but excluding transportation and transition services), and services for eligible, qualified students pursuant to Section 504 of the Rehabilitation Act of 1973. These services are provided to eligible students individually or in groups, and may include those related consultation services provided to their families and related school personnel in order to enhance the academic achievement and attendance of such students. Educationally related support services shall also mean speech and language improvement services as defined in Commissioner's Regulations. ERSS services may be utilized as a component of any pre-referral intervention support plan.

Academic Intervention Services

Academic intervention services (AIS) refer to additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards, as defined in Commissioner's Regulations, and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance. However, such services shall not include services provided to students with limited English proficiency, pursuant to Commissioner's Regulations, or special education services and programs as defined in Education Law Section 4401.

Academic intervention services are intended to assist students who are at risk of not achieving the New York State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

In implementing preventive and/or pre-referral interventions in order to remediate a student's performance prior to referral for special education, the utilization of academic intervention services, as enumerated in Commissioner's Regulations, may be included as a component of any such pre-referral instructional support plan.

Section 504 of the Rehabilitation Act of 1973

Accommodations are available for students who are qualified for services pursuant to Section 504 of the Rehabilitation Act, but are not classified as students with disabilities as defined in Education Law Section 4401. Section 504 Accommodation Plans may address instructional support services that can be utilized as components of any pre-referral intervention as deemed necessary, given appropriate documentation.

Detailed practices, a chart depicting the RTI schema, and a District AIS plan are on file to accompany this policy.