

Students

**Mount Pleasant Cottage School Union Free School District****SUBJECT: 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, or other 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.

Effective July 1, 2012, 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. Thus, all students placed in residence and enrolled in MPCU-UFSD who are in grades kindergarten through fourth will be subjected to the RTI process before being referred to the CSE. 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).

While most of the students enrolled in the Mount Pleasant Cottage School District have been previously classified or are found eligible for special education services, an RTI process will be implemented to determine and monitor the level of services a student may require, thus ensuring placement in the Least Restrictive Environment (LRE).

**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 shall be provided to all students in the class to identify those students who are not making academic progress at expected rates;
- c) All students at all grade levels will be screened at least twice a year.
- d) 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;

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- e) 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;
- f) 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;
- g) The staff members responsible for reviewing student information and applying the same to make decisions concerning student academic progress and further intervention strategies will minimally include, but not be limited to, the student's teacher, school counselor, related service providers (when applicable) and school psychologist.
- h) 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**

The District will implement a district-wide three tiered RtI model for both academic and behavioral interventions. The first level of intervention will be universal that all students at all grade levels will receive. Tier two interventions may be individual or small group interventions that are implemented for short period of time during which progress is frequently monitored to assess progress. The intervention is continued until the student reaches previously identified goals. If a student fails to make progress within a specified period of time, the student is referred for tier three interventions that are individualized and highly specified.

Student Support Teams, whose members may include, but are not limited to, teachers, special education personnel, the school psychologist, and other individuals deemed appropriate by the District, will be available to address the implementation of the District's RtI process. Their responsibilities shall include, but are not limited to, monitoring students' progress, determining levels of performance criteria appropriate for each level of intervention, collecting and analyzing data concerning a student's response to intervention, and determining whether to make a referral for special education.

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

The District will establish guidelines for targeted areas of student performance in accordance with the Commissioner's Regulations to identify students not making satisfactory progress in their rate of learning to meet age or grade level standards.

Assessments will be selected and criteria levels will be developed to identify those students who shall be considered for increasingly intensive levels of targeted intervention and instruction.

**Types of Interventions**

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**

Tier One instruction and interventions will be provided to all students, and will emphasize the use of scientific, research based instruction and methodologies, frequent formative assessment, and data analysis to monitor progress and identify those students in need of additional intervention.

**Tier Two**

Tier Two interventions will consist of small group or individualized targeted interventions for those students identified as being "at risk" for making adequate progress with Tier One universal interventions and instruction. Tier Two instruction and interventions may be provided by school counselors, related service providers, and others as determined by the Student Support Team. Tier Two interventions will be short term; student progress will be reviewed at the end of a previously specified time period and a determination will be made regarding the continuation of the intervention(s), discontinuation, or referral for Tier Three interventions.

**Tier Three**

Tier Three interventions is the provision of more intensive instructional or other interventions for those students who do not achieve adequate progress after a Tier Two intervention. 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.

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.

**SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)****Amount and Nature of Student Performance Data to be Collected**

The Student Support 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 Student Support Team shall monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the student's teacher(s) and will 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 shall 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 progress of their child be reviewed by the Student Support Team.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the RTI 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/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;

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- 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)

Adopted: 4/23/13