

Students

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 Gouverneur 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. For students who are not making adequate progress within the general education setting, 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.

What is RTI?

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

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 to demonstrate lack of 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.

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) 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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- 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 services and the decision to make a referral for special education programs and/or services.

Staff members will work collaboratively to make decisions concerning student academic progress and further intervention strategies. Teams may include a combination of the following: Reading Teacher(s), General Education Classroom Teacher(s), Special Education Teacher(s), Counselor(s), Psychologist(s), Building Level Administrator(s);

- 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 outlined 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 services and special education programs.

Structure of Response to Intervention Program

The Gouverneur Central School District will implement a three-tiered RTI Model. As listed above, the following staff members may serve as part of the District's student support team with the charge of considering student academic process and appropriate intervention strategies: General Education Classroom Teacher(s), Reading Specialists, Special Education Teacher(s), Counselor(s), Psychologist(s), Building Level Administrator(s).

The District's RTI program will consist of multiple tiers of instruction and assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and rate of learning, and to help raise achievement levels for all students.

RTI Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading specialist, designated administrators, and other individuals deemed appropriate by the District, will be available for each building and grade level classification to address the implementation of the District's RTI process.

The Response to Intervention Team's responsibilities shall include, but are not limited to, the following:

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- a) Determining the level of interventions and student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information and assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and 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

Students in grades K through 9 take benchmark assessments (NWEA MAP) three (3) times per year. Students will be identified as at-risk through the use of multiple measures.

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 or in their rate of learning to meet 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 through progress monitoring and benchmarking.

ELA Tier 1 Instruction

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 instructional interventions 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 Academic 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;
- Progress monitoring for six to eight weeks of students initially identified as at-risk;
- Differentiated instruction based on the abilities and needs of all students in the core program; and
- A daily continuous block of instruction in reading where no students are excused for supplemental instruction and services.

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Tier 2 intervention is typically small group (2-3 students) or individualized 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 three to five days per week. Tier 2 interventions focus on the areas of student need that are identified in the screening, assessment, or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using curriculum-based measurements that measure targeted skills.

The recommended length of time a student spends in the second tier of intervention will be a minimum of 14 weeks, 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 developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, the schools will consider adjusting the intervention in terms of intensity.

ELA Tier 3 Instruction

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 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 (generally one to two students at a time) for a minimum of 30 minutes four days per week. The recommended length of time a student spends in the third tier of intervention will be 15 weeks. 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 a certified teacher. 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 as intended.

Mathematics Tier 1 Instruction

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 instructional interventions and supports are part of the core program. A school district's core program (Tier 1) should minimally include:

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- 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;
- Progress monitoring for five or six weeks of students initially identified as at-risk;
- Differentiated instruction based on the abilities and needs of all students in the core program; and
- A daily continuous block of instruction in math where no students are excused for supplemental instruction and services.

Mathematics Tier 2 Instruction

Tier 2 intervention is typically small group (2-3 students) or individualized 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 10-15 minutes of supplemental interventions for a minimum of three 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. Progress monitoring occurs more frequently in Tier 2, at a minimum of every 2 weeks using curriculum-based measurements that measure targeted skills.

The recommended length of time a student spends in the second tier of intervention will be a minimum of 14 weeks, 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 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.

Mathematics Tier 3 Instruction

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 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 (generally one to two students at a time) anywhere from 15-20 minutes, at a minimum of four days per week for a minimum of 15 weeks. The progress of students at Tier 3 is at a minimum of once every 2 weeks to determine the student's response to intervention. Instruction is provided by a certified teacher. 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.

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

The RTI Teams 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 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 RTI program and make modifications to the program as necessary.

Manner and Frequency for Progress Monitoring

The RTI Teams 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 must be made to the student's current instructional program and a change made to the Tier Level of intervention provided. Monitoring of student progress will be an ongoing part of the RTI program from the initial screening to completion of the RTI process as applicable. Parents may also request a review of their child's progress at any time.

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 goals will be established for student performance and performance charts will be created and completed during the instructional period or intervention process.

Staff Development

All staff members involved in the development, provision and assessment of the District's RTI program, including both the 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.

Examples of Intervention Programs

- Leveled Literacy Intervention Systems (LLI)
- FastForWord®
- Lexia®
- Lexia PowerUp®
- Small Group Skills Instruction
- Center-Based Instruction
- Comprehension Tool Kit®

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- Reading Assistant®
- Benchmark Education Intervention Kit®
- Dreambox®
- Number Worlds®

Examples of Progress Monitoring Tools

- Running Records
- Fountas & Pinnell Reading Levels
- Independent Reading Assessment (IRA)
- NWEA Primary Skills Checklist
- aimsWEB Plus
- LexiaCore5® Skills Reports
- Lexia PowerUp® Skills Reports
- FastForWord® Skills Report
- Writing Rubrics
- Sight Word Assessments
- NYS Module Assessments
- Dreambox
- IXL

34 CFR Sections 300.309 and 300.311

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

8 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: 1/25/10

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