

## **SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS**

The Churchville-Chili 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 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.

Churchville-Chili's RtI process includes the following minimum requirements:

- a) Universal screenings shall be provided to all students to identify those students who are not making academic progress at expected rates
- b) Scientific, research-based instruction provided to all students in the general education class by qualified personnel (Tier 1)
- c) Scientific, research-based instruction matched to individual student needs with intensive levels of targeted interventions for those students who do not make satisfactory progress in their learning to meet age or grade level standards (Tier 2)
- d) Repeated assessments of student achievement, known as progress monitoring, will occur to determine if interventions are resulting in student progress toward grade level standards
- e) The student's response to intervention will guide decisions about changes in goals, instruction and/or services
- f) A RtI Committee will be in place at each school location for reviewing student information and to make decisions concerning student academic progress and further intervention strategies
- g) Written notification to parents when a student requires an intervention (Tier 2 or 3) beyond that provided to all students. Parents may also request that the progress of their child be reviewed by the RtI Team

### **Structure of Response to Intervention Program**

The District's RtI program will consist of multiple 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.

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## **SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS (CONT'D.)**

### **Structure of Response to Intervention Program (Cont'd.)**

RtI Team membership may include, but is not limited to, regular education teachers, special education teachers, related service providers, counselor, school psychologist, RtI providers, designated administrators, and other individuals deemed appropriate by the District, will be available for each school to address the implementation of the District's RtI process.

RtI Team responsibilities shall include, but are not limited to, the following:

- a) Identify the interventions appropriate for each level of the tiered model
- b) Review and analyze data collected in order to make decisions regarding the appropriateness of the interventions
- c) Recommend changes in students' instructional programs based upon the analysis of data
- d) Determine when or if a referral to the CSE is appropriate

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

Churchville-Chili will use a guidance document which includes grade level assessment guidelines for targeted areas of student performance.

Also included in the guidance document are assessment measures/tools and the corresponding scores or levels of proficiency to determine increasingly intensive levels of targeted intervention and instruction (i.e., multi-tiered RtI model).

### **Types of Interventions**

Churchville-Chili 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.

### **RtI Tiers of Instruction**

**Tiered Instruction** - an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

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## **SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS (CONT'D.)**

### **RtI Tiers of Instruction (Cont'd.)**

**Tier 1:** Effective, standards-based instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as “core instruction,” it is designed to meet the needs of a minimum of 80% of all students. When students begin to struggle in the classroom, teachers may need to create a Tier 1 Intervention plan. In creating a Tier 1 Intervention plan, the teacher defines the problem, makes use of scientifically-based strategies, and progress monitors the intervention. Intervening early and at the classroom level often addresses the problem and ensures positive outcomes for each student.

**Tier 2:** Supplemental, small group instruction designed for specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide a minimum of 20–30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skilled school personnel.

**Tier 3:** Supplemental, individualized and customized intervention provided to students in a smaller group format (ideally 1:1) and delivered with greater frequency and duration (3-5 times per week for 30-60 minutes). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator.

### **Data Collection and Progress Monitoring**

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of that intervention depending on a student’s responsiveness, and to identify students who are not making significant progress as students with possible learning disabilities. (NCRTI, 2010).

### **Staff Development**

All staff members involved in the development, provision and/or assessment of RtI shall receive appropriate training for implementation. 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.

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**SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS (CONT'D.)**

**Parent Notification**

When the student requires an intervention beyond that provided to all students in the general education classroom, a written notification to the parent will be sent 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.

Adopted 8/24/2010

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