

7212	Response to Intervention (RtI) Process
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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 through our Multi-Tiered System of Supports (MTSS) that addresses a Response to Intervention process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate tiered RtI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The Ballston Spa Central School 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).

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. Screenings for all students in kindergarten through grade 3 at least three times per year to identify those who are not making academic progress at the 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

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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

- 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 Response to Intervention Program

The Board of Education designates the Superintendent to establish a District-wide RtI Team, which shall be comprised, at a minimum, of the following representatives: the Director of Curriculum, Instruction, and Assessment; the principal of each public school building, the Director of Special Education; the Director of Student Support Services; a certified reading teacher; a math intervention teacher; a regular education teacher; a special education teacher, and whomever else the Superintendent deems appropriate.

It shall be the responsibility of the district wide team to develop, review and amend, as necessary, an RtI policy that includes the following components:

- a. The criteria for determining the appropriate levels of intervention; including the frequency of assessment and the assessment tools to be used;
- b. The types, intensity and range of interventions provided to students at each tier and the number of tiers of intervention prior to referral to the Committee on Special Education;
- c. The amount and nature of student performance data to be collected;
- d. The manner and frequency of progress monitoring; and
- e. The data necessary for district personnel to request a referral to the CSE

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Using an RtI model to conduct the following tasks in accordance with the policy established by the District-wide Committee:

- a. Collect, review and analyze data pursuant to this policy;
- b. Identify those students who require instruction at a more intensive level;
- c. Notify the parents of students receiving RtI intervention that the student is involved in the RtI process; the techniques, strategies or programs used; and notice of the parent’s right to request an evaluation for special education;
- d. Review the appropriateness of the interventions used and the grouping of students to maximize effectiveness;
- e. Recommend changes in students’ instructional programs based upon the analysis of the data; and
- f. Request a referral to the CSE and complete the request for referral form, where appropriate.

Professional Staff Development

The Superintendent or his designee(s), in consultation with the building principals shall develop and implement a training program for all teachers assigned to provide students with research-based reading and math interventions on the specific intervention techniques and fidelity of implementation as well as assessment administration, data collection and charting of performance data as required in accordance with this policy.

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)

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