



General Brown Central School District

Response to Intervention Plan

July 2022



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District Mission Statement

The mission of the General Brown Central School District is to prepare and inspire each student to meet future challenges.



RTI Vision Statement

Our goal is to provide the appropriate core instruction and interventions to ensure academic progress and success for all students.

What is RTI?

Response to Intervention (RTI) is the practice of providing high quality instruction and interventions matched to student need. RTI is a proactive, multi-leveled, problem-solving approach that identifies general education students struggling in academic areas early and provides them with systematically applied strategies and targeted instruction at varying levels of instruction. RTI encompasses frequent progress monitoring and applying student data for responsive decision-making.

RTI is a general education initiative to maximize the effectiveness of academic instruction for all students.

The NYS Education Department (NYSED) has established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification and use of RTI in the identification of students with learning disabilities. The Regents policy establishes RTI as a school-wide system

of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RTI:

1. Defines RTI to minimally include:

- **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.

[8 NYCRR section 100.2(ii)]

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing a RTI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RTI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RTI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012, that all school districts have an RTI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematic abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the 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 the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RTI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

General Brown RTI Tier Process

Tier I	
% of students served	100%
Location	Classroom
Persons responsible	Classroom teacher
Assessments	Universal screening 3x per year, progress monitoring once/wk for 6 weeks (minimum of 4 data points)
Instruction	Core reading program, PK-2 Handbook; Heggerty
Frequency	90 minutes daily
Group size	Whole group
Duration	7 weeks (1 wk. universal screening, 6 weeks CBMs, progress monitoring for at-risk students)

Universal Screening:

- All students in grades K-4 will be given Universal screenings 3x/year. These screenings will occur in September, January, and May.
- Universal Screenings will be administered by Reading Teachers.
- Reading Teachers will create RTI folders for all students. All screening and CBM data is to remain in these folders.
- Using screening data, local norms will be updated as needed for those measures for which national norms do not exist. The at-risk line on the graphs will be adjusted to a level which is one standard deviation below the local norm value.
- Students will be designated at-risk if they score at or below this at-risk line.
- Teachers will receive the data from the screenings to assist them in structuring Tier I instruction based on student needs. Data chats will occur to allow collaboration between grade levels and schools, and to set goals to meet student needs.
- If teachers have concerns about students in between Universal Screenings, the teacher will provide targeted instruction. If concerns continue, the teacher will contact a Reading Teacher to administer a Universal Screening.

Tier I

- Tier I interventions occur within the general education setting provided by the classroom teacher/co-teacher.
- All teachers are responsible for administering weekly CBMs to at-risk students before a student begins Tier II interventions.

Tier II	
% of students served	5-15%
Location	Classroom
Persons responsible	Classroom teachers (Core instruction), Co-teachers, Reading Specialists
Assessments	CBMs, progress monitoring weekly, diagnostic assessments
Instruction	Small group, differentiated, PK-2 Handbook
Frequency	15-30 minutes 2-3 times weekly, additional to 90 minute ELA block
Group size	4-6 students
Duration	10 weeks

Tier II

Students who fail to demonstrate adequate progress in reading as determined by the progress documented/monitored in their RTI folder will receive small group, differentiated instruction in the specific areas of difficulty.

- Tier II interventions are individualized and are designed to meet the unique needs of struggling readers. Interventions will occur 2-3 times per week for a duration of 15-30 minutes.
- Tier II interventions are provided through small group instruction with groups limited to six students. This grouping is based on the similarity of student needs.
- Interventions for Tier II may include but are not limited to:
 - Supplemental instruction using a different teaching strategy
 - Additional practice activities
 - PK-2 Literacy Handbook instructional strategies
 - i-Ready personalized instruction
- Progress will be monitored using CBMs. Teachers will collaborate on the data collected to determine if the student is responding to the intervention.
- At the conclusion of each Tier, a meeting will be held with the building principals and other relevant instructional staff to review progress to determine if the student's program should be continued, modified, or discontinued.
- Tier II lasts for a period of 10 weeks.

Tier III	
% of students served	3%
Location	Classroom
Persons responsible	Classroom teachers, Reading Teachers, AIS Teachers, Special Education Teachers
Assessments	Weekly CBMs, progress monitoring weekly
Instruction	Intensive Intervention
Frequency	2-5 times per week, 15-45 minutes
Group size	2-4 students
Duration	10 weeks (summer school; afterschool; co-teaching)

Tier III

- Tier III interventions are the most intensive reading supports available in the school and are generally reserved for students with severe reading deficits.
- Students who fail to make progress or who continue to display inconsistent progress at expected rates, notwithstanding differentiated interventions at Tier II, shall be provided specialized, research-based interventions at a higher frequency and intensity. Interventions will occur 2-5 times per week for 15-45 minutes.
- Tier III interventions include but not limited to: Road to the Code, Road to Reading, Phonics for Reading, or i-Ready personalized instruction.
- Interventions may be provided individually or through small group instruction with groups limited to 4 students.
- Progress will be monitored using CBMs. CBMs will be administered every week. Teachers will collaborate on the data collected to determine if the student is responding to the intervention.
- Following the Tier III intervention, a meeting will be held with the building Principal and other relevant instructional staff to review progress to determine if the student's program should be continued for a specified amount of time, discontinued or if a referral to CSE should be made.
- Tier III lasts for a period of 10 weeks.
- If it is determined a student is no longer at-risk, the student may receive Tier II support, if needed, for a specified amount of time.

CSE Referral Process

If little to no progress is made over the 27 week RTI process, then a CSE referral is made by the building Principal. Before the referral is made, a meeting will be held with the student's parents, classroom teacher, reading teacher, and building Principal. This meeting will be scheduled by the classroom teacher.