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CHENANGO FORKS CENTRAL SCHOOLS

RESPONSE TO INTERVENTION PROCEDURES

In accordance with Education Law Part 100, the Chenango Forks Central School District is implementing Response to Intervention (RtI) procedures as part of its General Education program. Response to Intervention is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

Chenango Forks Central School District is committed to closing achievement gaps for all students, including students at risk, students with disabilities, and English language learners. Response to Intervention is an important educational strategy that allows educators to make decisions about whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. Chenango Forks is establishing RtI as a school-wide system of organizing instruction to meet the diverse needs of its learners.

The RtI practices and procedures in Chenango Forks Central Schools have been developed and aligned with New York State Education Department regulatory policy framework: *Response to Intervention Guidance for New York State School Districts, October 2010*.

A. The Chenango Forks Policy Framework for RTI includes:

Services provided Pre-Kindergarten through Grade 5

- Scientific, research-based core instruction, delivered by NYS qualified teachers. Reading instruction addresses: phonemic awareness, phonics, vocabulary development, fluency and comprehension.

The literacy instructional framework:

1. provides research-based instructional strategies in ELA which are differentiated based on the need of an individual student
2. provides instructional contexts which specifically address the five essential elements of reading instruction

Services provided Pre-Kindergarten through Grade 12

- Screenings for all students in kindergarten through grade twelve at least three times per year to identify those who are not making academic progress at the expected rates;
- Diagnostic screenings for new entrants to determine a student's development in oral expression, listening comprehension, written expression, basic reading skills, reading fluency and comprehension, mathematical calculation and problem-solving, motor development, articulation skills, and cognitive development;
- Research-based interventions matched to the student's targeted need at increasing levels of intensity 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;
- Behavioral supports and interventions that emphasize prevention; data based decision making to reduce problem behavior and improve academic performance;
- Repeated assessments of student achievement using curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- A building-based or grade level team that applies information about a student's response to intervention in order to make educational decisions related to changes in goals, instruction, and/or services. The team(s) may also use information gathered through the RtI process to make informed decisions about requesting a referral for special education programs and/or services. The Building RtI Team(s) may be comprised of, but not limited to, the following: general education teachers, special education teachers, school psychologist, speech therapist, reading specialist, guidance counselor, library media specialist, and building administrator. The team(s) shall convene to conduct the following tasks:
 - 1) identify the criteria for determining the level of intervention provided to each student,
 - 2) review and analyze data collected on individual students to inform instructional decision making,
 - 3) make recommendations for the types of research-based interventions used, and review student response to the intervention on a regular basis as determined by individual student need,
 - 4) determine whether the interventions are effective as evidenced by progress monitoring multiple curriculum based measures, and use this evidence to determine the duration and intensity of further instruction.
- Written notification to parents when the student requires an intervention beyond Tier 1. This written notification provides information about the:
 - 1) amount and nature of student performance data that will be collected and the general education services that will be provided,
 - 2) strategies for increasing the student's rate of learning,
 - 3) the parent's right to request a referral for an evaluation for special education programs and/or services.

B. The Structure and Components of the Chenango Forks RtI Instructional Approach includes:

- **Criteria for Determining the Appropriate Levels of Intervention**

All students in grades kindergarten through grade twelve shall be screened a minimum of three times a year using assessments tailored to assess specific areas of educational need in the general outcome of core instructional areas. The services for particular students vary in intensity based on their academic and/or behavioral needs. Scoring at level 1 or 2 on State assessments does not automatically determine the intensity of service; individual interventions will be applied based upon student need. Students who score below the established benchmarks or below the cut score for New York State Evaluations and Regents Examinations shall be considered for Tier II intervention, in addition to classroom instruction. Progress monitoring of students at risk shall be conducted on an ongoing basis using the building team selected assessments to determine if the interventions are resulting in student progress toward established benchmarks and/or grade and age level standards.

- **Types of Interventions**

Tier I

All students receive explicit, systematic and differentiated instruction in reading for 90 minutes a day and in mathematics for 60 minutes a day as part of the core curriculum in grades K-5. Classroom interventions in the form of additional learning and practice opportunities are provided as appropriate for each individual through differentiation of instruction. Students in grades six through twelve receive 42 minutes of additional instruction, and progress is monitored in five week intervals.

Tier II

Students who do not demonstrate adequate progress as determined by progress monitoring data shall receive targeted interventions in the specific areas of difficulty as determined by the building or grade level team. Targeted interventions are research-based and implemented with integrity and fidelity consistent with identified area of need. Intervention results are progress monitored on a consistent basis for the purpose of timely reviews by the teacher(s) and the building team to determine adequate progress. Data results will be documented and lead to the termination or continuation of the intervention; including the extension of intervention duration at Tier II, long-term support, or movement to a more or less intensive instructional approach.

Tier III

Students who continue to display inconsistent progress at expected rates, notwithstanding targeted interventions at Tier II provided over time, will be provided specialized, research-

based instruction at a higher frequency and intensity as determined by the building or grade level team.

Based on the review of data, the building team or the grade level team shall determine whether a Tier III student is making adequate progress to meet age or grade level standards and requires long-term planning for continued success, or if a request for referral to the Committee on Special Education is needed for continuation of specialized instruction in reading or math.

- **The Amount and Nature of Student Performance Data to be Collected**

Data to be collected:

Curriculum-based measurements will be administered on a designated basis as determined by individual student need at Tier II and Tier III, including students with disabilities, to monitor the student's performance in the identified area of need; and

Student progress will be reviewed on a regularly-scheduled basis consistent with the time spent on specific interventions at each Tier.

Nature of data collected:

The data collected will reflect the general outcome areas of reading, mathematics and core academic benchmarks that are critical to student achievement and are aligned with New York education standards.

- **The Manner and Frequency of Progress Monitoring**

The building or grade level team will review the progress of each student receiving Tier II and Tier III interventions on a designated basis as determined by individual student need; the team will adjust student goals, refocus instruction and/or change strategies or intervention based on student need.

The District-Wide Multi-Tiered Model of Instructional and Behavioral Supports: This model allows each school in the district to have the flexibility to determine interventions specific to its population of students. The three tiered model offers systematic, planned interventions which increase in intensity depending upon the academic or behavioral needs of the student. Progress monitoring of each student's achievement occurs within each tier.

- **Documentation**

Tier I

The teacher of instructional record retains and updates student progress monitoring data, and prepares individual student data for building or grade level team analysis or review.

Tiers II and III

The building team, grade level team and/or Lead Intervention Teacher documents services, student progress monitoring data, and interventions.

The lead intervention teacher, guidance counselors, and Tier II and III service providers prepare parental notification letters when a student requires services beyond Tier I.

Tier II and Tier III service providers document student progress and provide quarterly reports to parents.

C. Professional Staff Development

Teachers receive training on specific research-based intervention techniques and fidelity of implementation. Teachers also receive training in administration of assessments, the collection of student performance data, and the application of data analysis to inform instruction. Professional staff development is offered within the Chenango Forks district throughout the school year in each building. Sessions offered include, but are not limited to, the following: literacy training and coaching, mathematics training and coaching, training in Core Curriculum Standards based instruction, and curriculum planning. This occurs during Superintendent's Conference Days, book talk discussions, and ongoing job-embedded professional development sessions. Teachers also have opportunities to attend local, regional, and national conferences about issues related to improving student achievement.

D. The Application of RtI to Determine Learning Disabilities:

In accordance with the Regulations of the NYS Commissioner of Education, the Chenango Forks Central School District will ensure that all students suspected of having a learning disability receive appropriate instruction in reading and mathematics in general education before the District initiates a referral to the Committee on Special Education to request an evaluation. The Chenango Forks Central School District will further ensure compliance with the NY State requirement, 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 kindergarten through four is a student with a learning disability in the area of reading. The severe discrepancy model will not be used to make a determination of learning disability in the area of reading.

When determining eligibility for a student suspected of having a learning disability, the CSE will be provided with information about the student's response to scientific, research-based intervention, including:

- 1) Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

- 2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

Screenings will be conducted for students with low test scores and for new entrants in order to review the student's instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided. Students will be monitored periodically, and if a student is determined to be making substandard progress, instruction will be provided through the RtI process that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.

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