

## IMPLEMENTATION OF RESPONSE TO INTERVENTION

In accordance with regulations of the Commissioner of Education, the Board of Education (the Board) of the Bethlehem Central School District (the District) adopts the following policy and procedures to ensure that all students suspected of having a learning disability will receive appropriate instruction in reading and mathematics in general education before the District initiates a referral to the Committee on Special Education (CSE) for an evaluation. Such procedures may include as part of the District's general education program, a process referred to as Response to Intervention (RTI). In accordance with the Commissioner's Regulations, all elementary schools within the District shall have fully implemented a RTI program for all students in kindergarten through the end of fifth grade who are identified as not meeting age or grade norms in reading or mathematics.

The basic components of the RTI process shall include:

- Scientific, research-based core instruction in reading and mathematics. Reading instruction shall address: phonemic awareness, phonics, vocabulary development, fluency, and comprehension.
- Screening for all students in grades K-5 at least three times per year to identify those who are not making academic progress at the expected rates.
- Research-based interventions matched to a 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.
- Repeated assessments of targeted skill areas using curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- A building-based team to establish at-risk criteria (cut scores), review screening data, and make decisions related to student performance and intervention need.
- Written notice to the parents when a student is identified, in accordance with this policy, as needing more intensive reading or mathematics instruction than the instruction provided to all students in the general education classroom

The Board of Education designates the superintendent to establish a Districtwide RTI Team, which shall be comprised, at a minimum, of the following representatives: principal of each public school building, assistant superintendent for educational programs, director of Special Education and Student Services; a chairperson of the Committee on Special Education, English Language Arts supervisor, Math supervisor, school psychologist, a regular education teacher, a special education teacher, and whomever else the superintendent deems appropriate.

It shall be the responsibility of the Districtwide Team to develop, review, and amend, as necessary, an RTI policy that includes the following components:

- The criteria for determining the appropriate levels of intervention, including the frequency of assessment and the assessment tools to be used;

- 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 CSE;
- The amount and nature of student performance data to be collected;
- The manner and frequency of Performance Monitoring; and
- The data necessary for District personnel to request a referral to the CSE.

The Board of Education designates the existing Building Level Teams (Child Study Team)

Using an RTI model to conduct the following tasks in accordance with the policy established by the Districtwide Committee:

- Collect, review, and analyze data pursuant to this policy;
- Identify those students who require instruction at a more intensive level;
- 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;
- Review the appropriateness of the interventions used and the grouping of students to maximize effectiveness;
- Recommend changes in students' instructional programs based upon the analysis of the data; and
- Request a referral to the CSE and for the principal to complete the request for referral form, where appropriate.

### **Professional Staff Development**

The assistant superintendent for educational programs, in consultation with the director of Special Education and Student Services, 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 consistency of implementation as well as assessment administration, data collection, and charting of performance data as required in accordance with this policy.

This policy shall remain in full force and effect unless modified by the Board of Education.

Authority: 8 N.Y.C.R.R. 100.2(ii)

*Adoption date:* February 4, 2009

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