

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the district will implement on a school-wide basis practices appropriate to enable all of the district's students to succeed in the general education environment.

The Superintendent will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law and regulation, those practices may include, for example:

1. Providing early intervention services with funds available under the (IDEA) Individuals with Disabilities Education Act, which may be coordinated with similar activities conducted under the Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Implementation of a response to intervention (RTI) program that includes the minimum requirements established by Commissioner's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom (see accompanying regulation 4321.2-R).
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability or the student's right to a free appropriate public education.

Cross-ref: 4000, Student Learning Standards and Instructional Guidelines
4325, Academic Intervention Services

Ref: Individuals with Disabilities Education Act, 20 USC §§1413(f); 1414(b)(6)(B)
34 CFR §§300.226; 300.307(a)(2)
8 NYCRR §§100.2(ii); 200.2(b)(7)

WYNANTSKILL UNION FREE SCHOOL DISTRICT

4321.2

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**SCHOOL-WIDE PREREFERRAL APPROACHES AND INTERVENTIONS
REGULATION - RESPONSE TO INTERVENTION**

In accordance with regulations of the Commissioner of Education, the following procedures address the intent for all students suspected of having a learning disability to 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 shall include as part of its general education program, a process referred to as Response to Intervention (RTI).

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-8 at least three times per year to identify those who are not making academic progress at the expected rates;
- 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;
- 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-off scores), review screening data, and make decisions related to student performance and intervention need; and
- Written notice 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 techniques, strategies, and/or programs that will be used to address deficit areas to increase the student's rate of learning and performance level;
 2. The amount and nature of the student performance data that will be collected and the general education services that will be provided;
 3. The parent's right to request an evaluation for special education.

Structure of Response to Intervention Program

A District-Wide Multi-Tiered Model that allows each grade level in the school the flexibility to determine interventions specific to their population.

A Building Team comprised of any or all of the following: teachers (general and/or special education), school psychologist, speech therapist, reading specialist, building administrator. The Team shall convene to conduct the following tasks:

1. Identify the interventions appropriate for each level of the tiered model and criteria for movement in and out of each level;
2. Review and analyze data collected pursuant to this policy;
3. Make decisions regarding the appropriateness of the interventions used and the grouping of students to maximize effectiveness;
4. Recommend changes in students' instructional programs based upon the analysis of the data; and
5. Determine whether students are making progress and when or if a referral to the CSE is appropriate.

I. Criteria for Determining the Appropriate Levels of Intervention

All students in grades K-8 shall be assessed a minimum of three times a year using norm-referenced, standardized assessment tools in the general outcome areas of reading and mathematics to identify those students who are at risk.

Students who score below the established benchmarks on these assessments shall be considered for additional classroom or supplementary interventions (Tier I, Tier II, Tier III) as defined below.

Progress monitoring of students at risk shall be conducted every two-three weeks of instruction to determine if the interventions are resulting in student progress toward established benchmarks and/or grade/age level standards.

II. Types of Interventions

Tier I

All students receive explicit, systematic and differentiated instruction in reading for 90 minutes a day and mathematics 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.

Tier II

Students who fail to demonstrate adequate progress in reading and/or math as determined by progress monitoring data shall receive targeted small group interventions in the specific areas of difficulty at least two times per week for 12 weeks at 30 minutes per session.

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 and the building team

to determine adequate progress. Data results shall be documented and lead to the termination or continuation of the intervention including extension of intervention duration at this Tier, long-term support or movement to a more intensive instruction approach.

Tier III

Students who fail to make progress or who continue to display inconsistent progress at expected rates, notwithstanding targeted intervention at Tier II provided over 12 weeks shall be provided specialized, research-based programs at a higher frequency and/or intensity for 12 weeks. This would include a smaller student to teacher ratio.

Based on the review of data, the Building 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 referral to the CSE is needed for continuation of specialized instruction in reading or math. Upon the recommendation of the Team that a student should be referred to the CSE, the District shall initiate a referral without delay.

III. The Amount and Nature of the Student Performance Data to be Collected

A. Data to be Collected

Repeated assessments of student achievement will be administered on a bi-weekly basis to each student receiving a Tier II or weekly for Tier III intervention, including students with Individualized Education Program, to monitor the student's performance in the identified areas of need; and consistent with obligations to English Language Learning as specified in Policy 4326.

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

B. Nature of Data Collected

The data collected shall reflect the general outcome areas of reading and math that are critical to student achievement and are aligned with state standards.

IV. The Manner and Frequency of Progress Monitoring

The Team shall review the progress of each student receiving Tier II and Tier III interventions and shall adjust student goals, refocus instruction and/or change strategies or interventions. Review shall occur upon the completion of each screening administration, at the completion of the intervention, on a scheduled basis throughout the duration of the intervention, or at the request of the parent.

V. Professional Staff Development

Staff assigned to provide students with research-based reading and math interventions shall receive training on the specific intervention techniques and fidelity of implementation as well as assessment administration, data collection and charting of performance data.

VI. Notice to Parents

Notice to Parents of students receiving RTI intervention shall include notice 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.

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