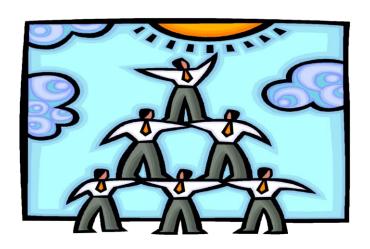
Genesee Valley Central School Response to Intervention Grades 6 – 8 2019-2024



PK-6 Principal: Brian Edmister 7-8 Principal: Sara Donlon

Rtl Coordinator: Paula Mighells, Dean of Students/Curriculum Coordinator Rtl Chairs: Jennifer Turybury (Grades K-6) and Josie Preston (Grades 7-8)

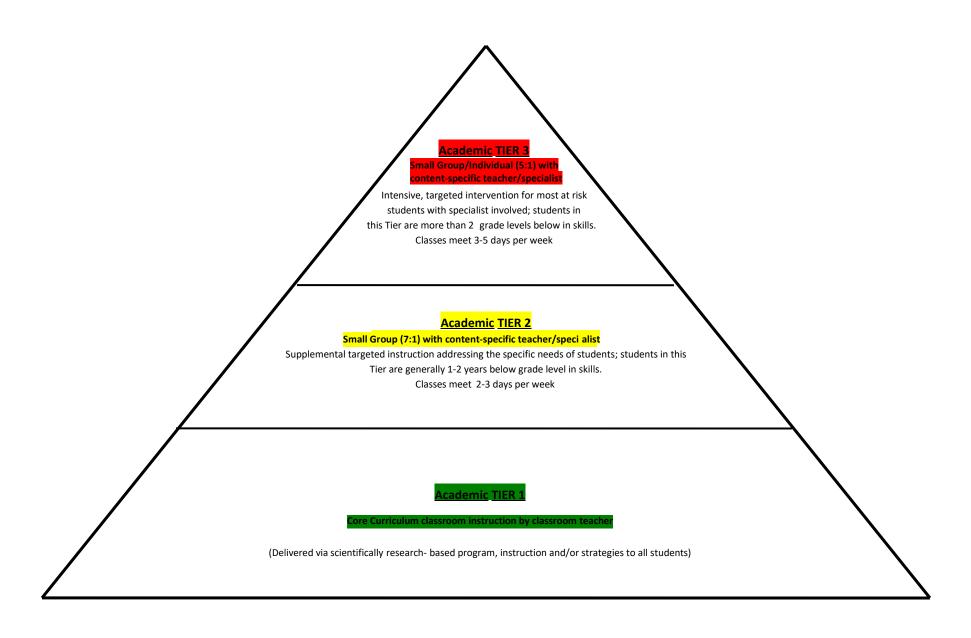
Revised June 2019

According to the New York State Education Department, Response to Intervention (RtI) 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. Response to Intervention is a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

Response to Intervention (RtI) represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day, educators make important data-driven decisions about students' educational programs, including decisions as to 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. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. Response to Intervention (RtI) is an effective and instructionally relevant process to inform these decisions.

RtI includes the following:

- Appropriate Instruction delivered to all students in the general education class by qualified personnel.
- **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, arranged as tiers. This includes 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 that should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Application of Information** about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services. This could then determine the possibility of 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 following:
 - 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.



Academic MS Rtl Process 2019-2024

September/October: Students are administered the i-Ready Diagnostic as a baseline. Data teams meet to review current intervention placements, state assessment scores, progress monitoring data, class performance data, and make adjustments.

January/February: Students currently receiving intervention or flagged based on the baseline diagnostic are administered a mid-year benchmark. Data teams meet to review current intervention placements/programs, state assessment scores, progress monitoring data, class performance data, and make adjustments.

September-January: Students receive interventions as determined by Data Teams. Students are progress-monitored as indicated in this plan, according to Tier. Teachers should submit an "RTI Student/Family Support Request Form" to their grade level Guidance Counselor at any time if they observe a student not being successful in the classroom, regardless of i-Ready results.

February-May: Students receive interventions as determined by Data Teams. Students are progress-monitored as indicated in this plan, according to Tier. Teachers should submit an "Rtl Student/Family Support Request Form" to their grade level Guidance Counselor at any time if they observe a student not being successful in the classroom, regardless of i-Ready results.

May: Students are administered the i-Ready Diagnostic as a final benchmark. Data teams meet to review current intervention placements/programs and **develop intervention placements for Fall in June.**

Teachers should submit an "Rtl Student/Family Support Request Form" to their grade level Guidance Counselor at any time of year if they observe a student not being successful in the classroom, regardless of i-Ready results.

The above flow chart represents an RtI cycle that aligns with Data Driven Instruction as well as the core principles of RtI. Assessments are administered, data is analyzed, and interventions are adjusted based on an instructional cycle of 10-20 weeks. Grade level data teams are comprised of grade level teachers, intervention specialists, the guidance counselor and an administrator.

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Family/Student Request for Assistance:

Data meetings are just one way interventions are determined for students. The "Rtl Student/Family Support Request Form" is available for anyone to complete and submit to grade level guidance counselors. The counselor will then meet with the teacher to gather further information on the difficulties the teacher is observing; these could be either behavior-related, academic struggles...or both! If needed, an Rtl meeting will be scheduled.

Parent Notification

Parents of students who are identified as needing intervention services at the Tier II and Tier III will receive notice via US Postal Service. This notice shall include information regarding the nature of the intervention; the length and duration of the intervention; the method with which the intervention was determined; how the intervention will be monitored and when the intervention will be evaluated. Pursuant to Section 100.2(ii) of the Commissioner's Regulations, the notification shall also include information regarding the parents' right to request an evaluation for special education programs and/or services.