

Response to Intervention and Academic Intervention Services Plan

Pine Valley Central School District



Developed by the RtI District Improvement Forum

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PVCSD Mission Statement

The mission of the Pine Valley Elementary School is to provide a comprehensive and academically challenging education for all students in an atmosphere that will stimulate and nurture the student's intellectual, moral, social and physical development in order to prepare each student for responsible participation in the American democratic society.

Introduction

Response to Intervention (RtI) is a model used to provide high quality instruction and interventions that address students' individual needs by measuring the level of progress and performance of students over time. RtI represents an educational framework used "to close achievement gaps for all students including students at risk-- academically, socially, and behaviorally, students with disabilities, English Language Learners, and academically talented learners by preventing smaller learning problems from becoming insurmountable gaps" (NYSED, RtI Guidance Document, October, 2010). When used with fidelity, RtI has also been shown to lead to more appropriate identification of and interventions for students with learning disabilities" (NYSED, RtI Guidance Document, October, 2010). An important goal of RtI is to use information about student progress to make decisions that impact academic, behavioral, social emotional, attendance, and health and family related areas of students' lives.

Academic Intervention Services (AIS) are supplemental instruction and/or student support services intended to assist students in meeting the expectations of Common Core Learning Standards. This additional support or instruction is intended to address barriers to improve academic performance, assist students who are at risk of not meeting standards in English Language Arts, mathematics, science and/or social studies in grades K-12 and assist students who have not met predetermined performance levels in English Language Arts, mathematics, science and/or social studies. Effective July 1, 2012, school districts must provide students with research-based interventions before they can be referred to the Committee on Special Education. The Pine Valley Central School District is addressing this expectation by creating a comprehensive plan that defines Academic Intervention Services (AIS) within an RtI framework. It is important to keep in mind that these services are intended to supplement, not supplant, the core curriculum. For example, intervention services/programs can not replace core instruction or a course for a student, which if done, would be in violation of state regulations.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

<http://www.p12.nysed.gov/specialed/RTI/guidance/intro.htm>

Response to Intervention is a Three-Tiered Approach

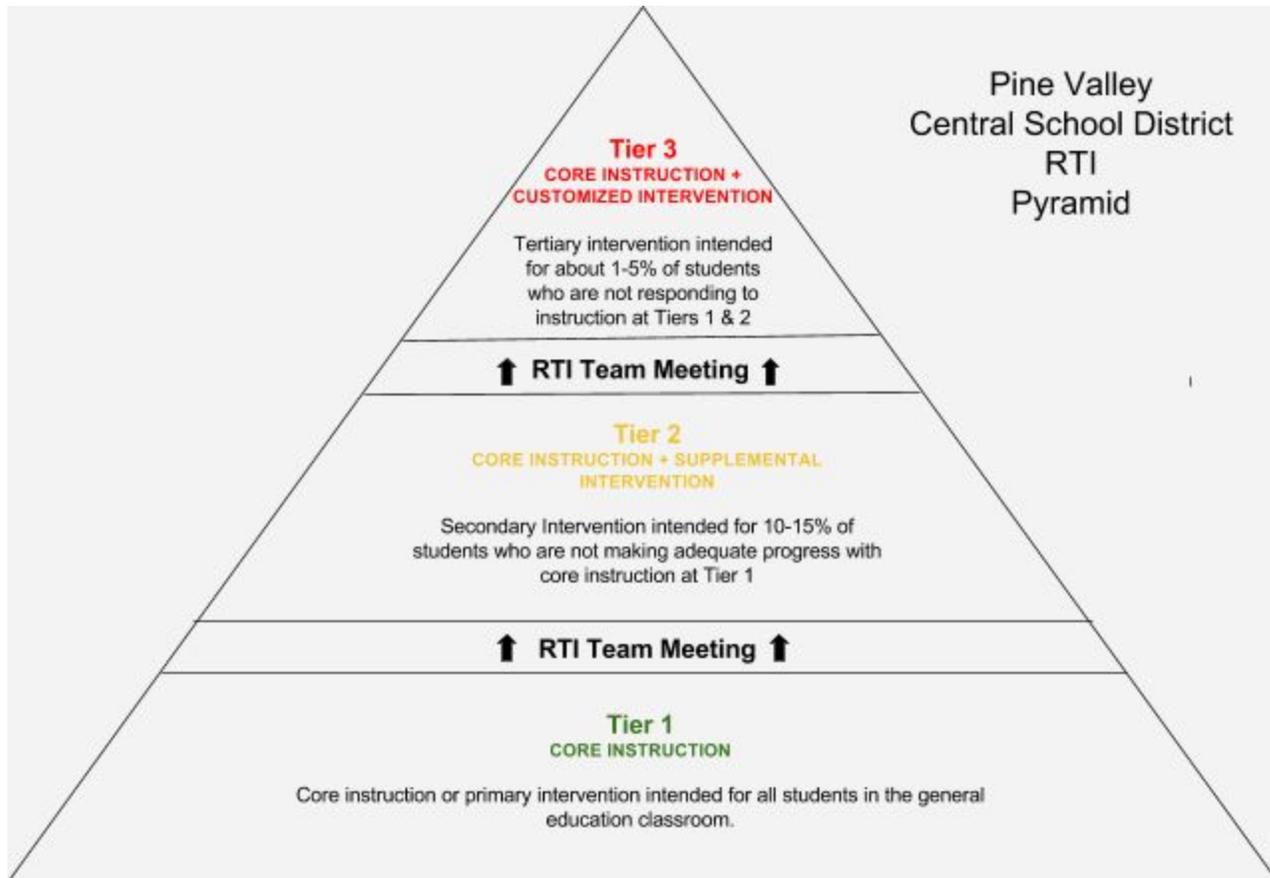


image content from <http://www.nysrti.org/>

The Following description of critical elements within a three tier model is referenced from <http://www.nysrti.org/>.

Tier 1

Focus: ALL students

Interventionist: General education teacher

Setting: General education classroom

Grouping: Variable and flexible grouping formats

Curriculum: Scientific, research/evidence based instruction aligned to state standards and differentiated based on student need and ability

Duration: Year-long uninterrupted daily instruction

Assessment: Universal Screening 3 times per year (Fall, Winter, Spring) plus a combination of informal measures to inform instruction and identify students who may be at-risk

Progress Monitoring: Students who are just below or a few points above the recommended benchmark score on universal screening may be progress monitored as determined by interventionist

Tier 2

Focus: Students considered at-risk as determined by universal screening, progress monitoring data and additional validated measures of student performance

Interventionist: Trained, skilled and knowledgeable school personnel

Setting: Variable, can occur in and/or outside of general education classroom

Grouping: Small, homogenous grouping based on similar instructional needs

Curriculum: Supplemental, research/evidence based instruction designed to remediate skill deficits of targeted students; complements/supplements core instruction

Duration: Varies, based on rate of progress and performance of individual students; minimum 8 week recommendation

Assessment: Combination of informal and formal measures to inform instruction, identify specific skill deficits and determine response to intervention

Progress Monitoring: Bi-weekly recommendation to examine rate and level of performance for the purpose of determining student response to supplemental instruction/intervention

Tier 3

Focus: Students considered at-risk as determined by universal screening, progress monitoring, and/or validated measures of student performance

Interventionist: Highly trained, skilled and knowledgeable school personnel

Setting: Most often takes place outside of general education classroom

Grouping: Small, homogenous grouping (1:1 – 1:3)

Curriculum: Supplemental, customized, intensive, systematic, research/evidence based instruction that targets reading areas of greatest need; complements/supplements core instruction

Duration: Varies, based on rate of progress and performance of individual students; minimum 8 week recommendation

Assessment: Combination of informal and formal measures to inform instruction, identify specific skill deficits and determine response to intervention

Progress Monitoring: Once per week to examine rate and level of performance for the purpose of determining student response to supplemental instruction/intervention

How are we addressing the NYSED requirements for RtI in Pine Valley?

I. Appropriate Instruction

[8 NYCCR 100.2 (ii) (1) (i)]

Appropriate Instruction begins with the core program that provides high quality, research/evidence based instruction to all students in the general education class provided by qualified teachers; differentiated instruction to meet the wide range of student needs; curriculum that is aligned to the State learning standards; and instructional strategies that utilize a formative assessment process. (NYSED, 2010).

A. The Danielson Framework for Teaching

- i. The Danielson Framework for Teaching is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness. The goal of the framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. In Pine Valley Central Schools (PVCS), this model is used to deliver and assess the effectiveness of instruction by classroom teachers and administrators throughout the district.

B. Curriculum Implementation

- i. Within PVCS, curriculum in all areas of instruction is aligned with the Common Core Learning Standards consistent with the PVCS CDEP Plan.
- ii. PVCS is committed to implementing the New York State Learning Modules (Core Knowledge Language Arts Program and NYS Math Modules in grades K-2 and the NYS ELA & Math Modules in grades 3 - 12).
- iii. Curriculum evaluation is completed through local and/or common formative assessments in all subject areas and grade levels.

C. Behavioral Supports and Intervention

- i. Appropriate behavioral supports and intervention is evidenced by a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.
- ii. While this document focuses on the academic instructional components of RtI, the RtI framework is intended to support both academic and behavioral systems and schools are encouraged to implement both academic and behavioral aspects of an RtI framework.

D. Mentor Program

- i. New teachers to the district are mentored throughout their first year of teaching by highly qualified teachers.

E. Highly Qualified Teaching Staff

F. Linguistically Appropriate Instruction

- i. Appropriate instruction for English as a new language learners (ENL) students must be both culturally responsive and linguistically appropriate. This includes research/evidence based instruction that has been validated with ENL students, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.
- ii. The same basic requirements for implementing RtI with all general education students apply to situations in which cultural and linguistic diversity may be a factor: screening, progress monitoring, qualified instructors, and application of instruction and interventions with fidelity.

G. Character Education

- i. Consistent with the Dignity for All Students Act (DASA), PVCS has developed a comprehensive character education plan that focuses on proactive and prosocial ways to contribute to the school community.
- ii. Beginning in the 2016-2017 school year, a Positive Behavioral Intervention Supports (PBIS) model will be implemented throughout the district.

II. Screenings applied to all students in the class [8NYCRR §100.2(ii)(1)(ii)]

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment. (NYSED, 2010).

A. Elementary / Middle Level

- i. Building-wide benchmark screenings are administered to all students three times per year (fall, winter and spring) using AIMSweb Plus in grades K-8.
- ii. In grades 3-8, results of the NYS Assessments in ELA and Math in addition to results on benchmark screenings and other local diagnostic measures are consulted to determine the need of academic interventions. New students are screened if there is reason to believe that a student is at-risk.
- iii. In grades 1-2, results of Core Knowledge Language Arts (CKLA) skills Unit One Student Performance Task Assessments.

B. High School Level

- i. In grades 9-12, results of the NYS Assessments in ELA and Math, as well as local and NYS Regents assessments, are consulted to determine the need of academic interventions. New students are screened if there is reason to believe that a student is at-risk.

C. Parent Participation

- i. Parents of all students should be notified of school-wide screening results. In addition, parents of students who are identified as at risk and who will be provided supplemental intervention must receive written notification, consistent

with section 100.2(ii)(1)(vi) of the Regulations of the Commissioner of Education which includes the:

- amount and nature of data that will be used to monitor a student’s progress;
- strategies to increase the student’s rate of learning; and
- parent’s right to refer the student for special education services.

D. School-Wide Screening Procedures

Grade level	Assessment(s)	Assessment Type (Screening or diagnostic)
Kindergarten Reading	<p style="text-align: center;">AimsWeb Plus</p> <ul style="list-style-type: none"> ● Initial Sounds (IS) ● Letter Naming Fluency (LNF) ● Phoneme Segmentation (PS) 	Screening
Kindergarten Math	<p style="text-align: center;">Aimsweb PLUS</p> <ul style="list-style-type: none"> ● Number Naming Fluency (NNF) ● Quantity Total Fluency (QTF) ● Quantity Difference Fluency (QDF) ● Concepts and Applications (CA) 	Screening
Kindergarten Reading	Running Records	Diagnostic
Kindergarten Reading	Basic Reading Inventory	Diagnostic
Kindergarten	CKLA Skills’ Assessments	Diagnostic
1st grade Reading	<p style="text-align: center;">Aimsweb Plus</p> <ul style="list-style-type: none"> ● Letter Word Sound Fluency (LWSF) ● Phoneme Segmentation (PS) ● Word Reading Fluency (WRF) ● Oral Reading Fluency(ORF) <p style="text-align: center;">Core Knowledge Language Arts (CKLA) Unit One Student Performance Task Assessment</p>	Screening
1st grade Math	<p style="text-align: center;">Aimsweb Plus</p> <ul style="list-style-type: none"> ● Concepts and Applications (CA) ● Number Comparison Fluency-Pairs (NCF-P) ● Math Facts Fluency-One Digit (MFF-1D) ● Math Facts Fluency- Tens (MFF-T)) 	Screening
1st grade Reading	Running Record	Diagnostic
1st grade Reading	Basic Reading Inventory	Diagnostic
1st grade Reading	CKLA Skills’ Assessments	Diagnostic

2nd grade Reading	<p>Aimsweb Plus</p> <ul style="list-style-type: none"> • Vocabulary (VO) • Reading Comprehension (RC) • Oral Reading Fluency (ORF) <p>Core Knowledge Language Arts (CKLA) Unit One Student Performance Task Assessment</p>	Screening
2nd grade Math	<p>Aimsweb Plus</p> <p>Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency</p>	Screening
2nd grade Reading	Running Record	Diagnostic
2nd grade Reading	Basic Reading Inventory	Diagnostic
2nd grade Reading	CKLA Skills' Assessments	Diagnostic
3rd grade Reading	Aimsweb Plus	Screening
3rd grade Math	<p>Aimsweb Plus</p> <p>Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency</p>	Screening
3rd grade Reading	Running Record	Diagnostic
3rd grade Reading	Basic Reading Inventory	Diagnostic
4th grade Reading	<p>Aimsweb PLUS</p> <p>Oral Reading Fluency(ORF), Vocabulary, Reading Comprehension, & Silent Reading Fluency</p>	Screening
4th grade Math	<p>Aimsweb PLUS</p> <p>Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency</p>	Screening
4th grade Reading	Running Record	Diagnostic
4th grade Reading	Basic Reading Inventory	Diagnostic
5th grade Reading	<p>Aimsweb PLUS</p> <p>Oral Reading Fluency(ORF), Vocabulary, Reading Comprehension, & Silent Reading Fluency</p>	Screening
5th grade Math	<p>Aimsweb PLUS</p> <p>Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency</p>	Screening

5th grade Reading	Running Record	Diagnostic
5th grade Reading	Basic Reading Inventory	Diagnostic
6th grade Reading	Aimsweb PLUS Oral Reading Fluency(ORF), Vocabulary, Reading Comprehension, & Silent Reading Fluency	Screening
6th grade Math	Aimsweb PLUS Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency	Screening
6th grade Reading	Running Record	Diagnostic
6th grade Reading	Basic Reading Inventory	Diagnostic
7th grade ELA	Aimsweb PLUS Oral Reading Fluency(ORF), Vocabulary, Reading Comprehension, & Silent Reading Fluency	Screening
7th grade Math	Aimsweb PLUS Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency	Screening
8th grade ELA	Aimsweb PLUS Oral Reading Fluency(ORF), Vocabulary, Reading Comprehension, & Silent Reading Fluency	Screening
8th grade Math	Aimsweb PLUS Concepts and Applications, Number Comparison Fluency- Triads, Mental Computation Fluency, & Number Sense Fluency	Screening

III. Instruction Matched to Student Need [8NYCRR §100.2(ii)(1)(iii)]

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs (NYSED, 2010).

- A. Differentiated Instruction in all classrooms throughout the district.
- B. Tiered Model

- i. PVCS uses the RtI Tiered Model in its approach to academic and behavioral interventions with increasingly tailored and individualized supports provided based on the needs of our students.

C. Academic Intervention Services

- i. PVCS offers AIS services at all levels to address specific skill deficits based on a continuum of interventions including the following:

Continuum of Interventions and Progress Monitoring Tools

Kindergarten Reading	Resources Program (P) Supplement (S)	Assessment Type(s)
Tier 1	NYS Learning Modules (P) Reading A-Z (S) FCRR.org (S)	Module Formative & Summative Assessments
Tier 2	Road to the Code (P) Words their Way (P) Reading A-Z (S) FCRR.Org (S)	Program assessments Aimsweb Plus
Tier 3	Road to the Code (P) Orton-Gillingham (P)	Program assessments Aimsweb Plus

Kindergarten Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P) Touchpoint Math (S)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS
Tier 3	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS

1st Grade Reading	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P) Reading A-Z (S) FCRR.org (S)	Module Formative & Summative Assessments

Tier 2	Road to the Code (P) Road to Reading (P) Words Their Way (P) Reading A-Z (S) FCRR.org (S) Making Words (P)	Program assessments Aimsweb Plus
Tier 3	Road to the Code (P) Road to Reading (P) Orton-Gillingham (P)	Program assessments Aimsweb Plus

1st grade Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P) Touchpoint (S)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS
Tier 3	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS

2nd grade Reading	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P) Reading A-Z (S) Readworks.org (S)	Module Formative & Summative Assessments
Tier 2	Road to Reading (P) STARS (P) Words Their Way (P) Reading A-Z (S) Making Words (P) Readworks.org (S) FCRR.org (S)	Program assessments Aimsweb Plus
Tier 3	Road to the Code (P) Orton-Gillingham (P)	Program assessments Aimsweb Plus

2nd grade Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS

Tier 3	Do the Math! (P)	Do the Math! Assessments Aimswab PLUS
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Grade 3 Reading	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P) Reading A-Z (S) Readworks.org (S)	Module Formative & Summative Assessments
Tier 2	Reading Express (P) STARS (P) Words Their Way (P) Reading A-Z (S) Readworks.org (S) Making Words (P) Corrective Reading Decoding Series (P)	Program assessments Aimswab Plus
Tier 3	Corrective Reading Decoding Series (P)	Program assessments Aimswab Plus

Grade 3 Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimswab PLUS
Tier 3	Do the Math! (P)	Do the Math! Assessments Aimswab PLUS

Grade 4 Reading	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Reading Express (P) STARS (P) Words Their Way (P) Reading A-Z (S) Readworks.org (S) Making Words (P) Corrective Reading Decoding Series (P)	Program assessments Aimswab Plus
Tier 3	Corrective Reading Decoding	Program assessments

	Series (P)	Aimsweb Plus
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Grade 4 Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS
Tier 3	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS

Grade 5 Reading	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules(P)	Module Formative & Summative Assessments
Tier 2	Reading Express (P) STARS (P) Words Their Way (P) Reading A-Z (S) Readworks.org (S) Making Words (P) Corrective Reading Decoding Series (P)	Program assessments Aimsweb Plus
Tier 3	Corrective Reading Decoding Series (P)	Program assessments Aimsweb Plus

Grade 5 Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS
Tier 3	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS

Grade 6 Reading	Resources Program (P) Supplement (S)	Assessment Type
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Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Reading Express (P) STARS (P) Words Their Way (P) Reading A-Z (S) Readworks.org (S) Making Words (P) Corrective Reading (P)	Program assessments Aimsweb Plus
Tier 3	Corrective Reading (P)	Program assessments Aimsweb Plus

Grade 6 Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Do the Math! (P)	Do the Math! Assessments Aimsweb PLUS
Tier 3	Do the Math!(P)	Do the Math! Assessments Aimsweb PLUS

Grade 7 Reading	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2 & 3	Reading Express (P)	Program assessments Aimsweb Plus

Grade 7 Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2		
Tier 3		

Grade 8 Reading	Resources Program (P) Supplement (S)	Assessment Type
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Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2	Reading Express (P)	Program assessments Aimswest Plus
Tier 3		

Grade 8 Math	Resources Program (P) Supplement (S)	Assessment Type
Tier 1	NYS Learning Modules (P)	Module Formative & Summative Assessments
Tier 2		
Tier 3		

IV. Repeated Assessments of Student Achievement (Progress Monitoring)

[8NYCRR §100.2(ii)(1)(iv)]

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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.

A. What is Progress Monitoring?

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention (NYSED, 2010).

B. Uses of Progress Monitoring Data

Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress within an intervention and when reviewed periodically can determine movement into or out of services. The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping remediate specific skill deficits. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:

- Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and

- “Level of performance, or the student’s relative standing on some dimension of achievement/performance, compared to expected performance (either criterion- or norm-referenced).” (NASDSE, May 2006).

Data from progress monitoring should also be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier 2 intervention should be analyzed for level of performance and growth status. If student data reflect performance at or above benchmark, the student may return to Tier 1. If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier 2 intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier 2 intervention or movement to a Tier 3 intervention may be considered.

V. Application of Student Information to Make Educational Decisions [8NYCRR §100.2(ii)(1)(v)]

A school district's process to determine if a student responds to scientific, research-based instruction shall include 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.

A. Student Support Teams (SST)

i. Student Support Teams examine individual student difficulties. Interventions, modifications, and accommodations are discussed for each student to help close the gap related to academic or behavioral skills deficits. Intervention plans are developed and progress is monitored and reviewed. Information is analyzed in the framework of a student's response to intervention and educational decisions about changes to goals, instruction, and/or services are made.

ii. Faculty at the middle school level also use common team meeting times to conduct Tier 1 and Tier II discussions regarding best practices in instruction and concerns/intervention planning on specific students.

VI. Notification to Parents [8NYCRR §100.2(ii)(1)(vi)]

While it is expected that parents are involved and kept informed of their child’s progress in school at all levels, when students participate in the RtI process, there are specific parent notification requirements. Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond which is provided to all students in the classroom in an RtI process. Written notification will include, (a) the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for

increasing the student's rate of learning and (c) the parents' right to request and evaluation for special education programs and/or services.

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))

IX. Ensuring Staff Knowledge And Skills Necessary To Implement RtI Programs (Professional Development) [8 NYCRR §100.2(ii)(3)]

One way schools can ensure fidelity of implementation is to make sure staff receive appropriate and sustained professional development relative to assessment procedures and interventions. Each school district must identify how it will provide staff development on RtI..

- A. Staff development and training is provided at the district and building levels regarding RtI and tools necessary for appropriate implementation.
- B. Training is also provided to faculty and staff responsible for the administration of specific academic intervention programs as well as teaching methods or the general population. (i.e. AIMSweb Plus, Corrective Reading or other academic intervention programs, Differentiating Instruction).
- C. Faculty and staff participate in team, grade level, department, or vertical meetings which focus on best practices in teaching, student performance data, and instructional techniques.

X. Use of RtI in the Determination of a Learning Disability

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the the severe discrepancy between achievement and intellectual ability to determine that a student has a learning disability (NYSED, 2010).

- A. PVCS has developed and implemented a form for LD determination consistent with NYS requirements. This is developed with the parents during any CSE meeting in which a student is being identified as a child with a learning disability for the first time, or as the result of a change in classification.
- B. RtI data is considered and evaluated by the CSE consistent with required procedures for the determination of a learning disability.