

## Critical Elements in the RCSD Response to Intervention Framework

Elements	Tier 1 Core Curriculum	Tier 2 Strategic	Tier 3 Intensive
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Research-based core curriculum aligned to NYS Learning Standards</li> <li>Differentiated, flexible groups determined by benchmark and progress monitoring for application of skills, re-teaching, additional practice, and/or challenge activities</li> <li>Tier I instruction occurs daily in the general education classroom                             <ul style="list-style-type: none"> <li>Elementary Reading: 90 minute (minimum) uninterrupted block</li> <li>Elementary Mathematics: 60-minute (minimum)uninterrupted block</li> <li>Secondary Schools: Tier 1 occurs during the regular class period.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Aligned to Tier 1 core curriculum</li> <li>Research-based instructional materials selected to match student need based on progress monitoring and other data</li> <li>Differentiated instruction increases in depth and intensity and is determined using benchmark and progress monitoring data</li> <li>Frequent opportunities for students to apply their thinking</li> <li>Direct, scaffolded instruction</li> <li>Small, homogenous groups</li> </ul>	<ul style="list-style-type: none"> <li>Students significantly below grade level may need an intensive intervention program aligned to Tier 1 curriculum</li> <li>Research-based instructional materials selected to meet individualized needs</li> <li>Explicit, intense, and scaffolded instruction</li> <li>For secondary students, a specific course may be included during which intensive intervention is provided</li> <li>Individual, or small homogeneous groups</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Whole class grouping</li> </ul>	<ul style="list-style-type: none"> <li>Small group instruction up to 9 students (size dependent on program/strategy recommendations)</li> <li>Inside general education classroom or alternate location outside of the general education classroom</li> </ul>	<ul style="list-style-type: none"> <li>Individualized or small group instruction (maximum 5 students; size dependent on program/strategy recommendations)</li> <li>Setting determined by school personnel</li> </ul>
<b>Frequency</b>	<ul style="list-style-type: none"> <li>In-class support as determined by progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Three days per week minimum</li> <li>20-30 minutes per session</li> <li>In addition to Tier I instruction</li> </ul>	<ul style="list-style-type: none"> <li>Five days per week</li> <li>30-60 minutes per session</li> <li>In addition to Tier I instruction</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>40 weeks</li> </ul>	<ul style="list-style-type: none"> <li>4-8 week intervals for up to 20 weeks*</li> </ul>	<ul style="list-style-type: none"> <li>6-8 week intervals up to 20 weeks *</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Universal Screening three times per year</li> <li>Pre and post assessment is needed in order to plan instruction</li> <li>Benchmark data, progress monitoring data (1 x per month), and curriculum based measure data to inform instruction.</li> <li>Summative assessment is needed to determine student mastery and is one of the components for determining student grades.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum based measures and on-going progress monitoring to determine growth and make targeted instructional decisions</li> <li>Progress monitor is a minimum of every two weeks</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum based measures, ongoing progress monitoring that provides data to address intense need</li> <li>Progress monitor is weekly</li> </ul>
<b>Parent Communication</b>	<ul style="list-style-type: none"> <li>Consistent communication with parents regarding student progress and academic needs. Parents of all students should be notified of school-wide screening results.</li> </ul>	<ul style="list-style-type: none"> <li>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) which includes:                             <ul style="list-style-type: none"> <li>the amount and nature of data that will be used to monitor progress</li> <li>strategies to increase the student's rate of learning</li> <li>parent's right to refer the student for special education services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In accordance with section 100.2(II), when a student requires an intervention beyond that provided to all students and begins receiving Tier 3 intervention, parents must be notified in writing of the:                             <ul style="list-style-type: none"> <li>amount and nature of data that will be collected and the general education services that will be provided;</li> <li>strategies to increase the student's rate of learning</li> <li>parent's right to request an evaluation for special programs and/or services.</li> </ul> </li> </ul>

\*Lack of responsiveness to intervention may be determined across tiers representing a total of 20 weeks.