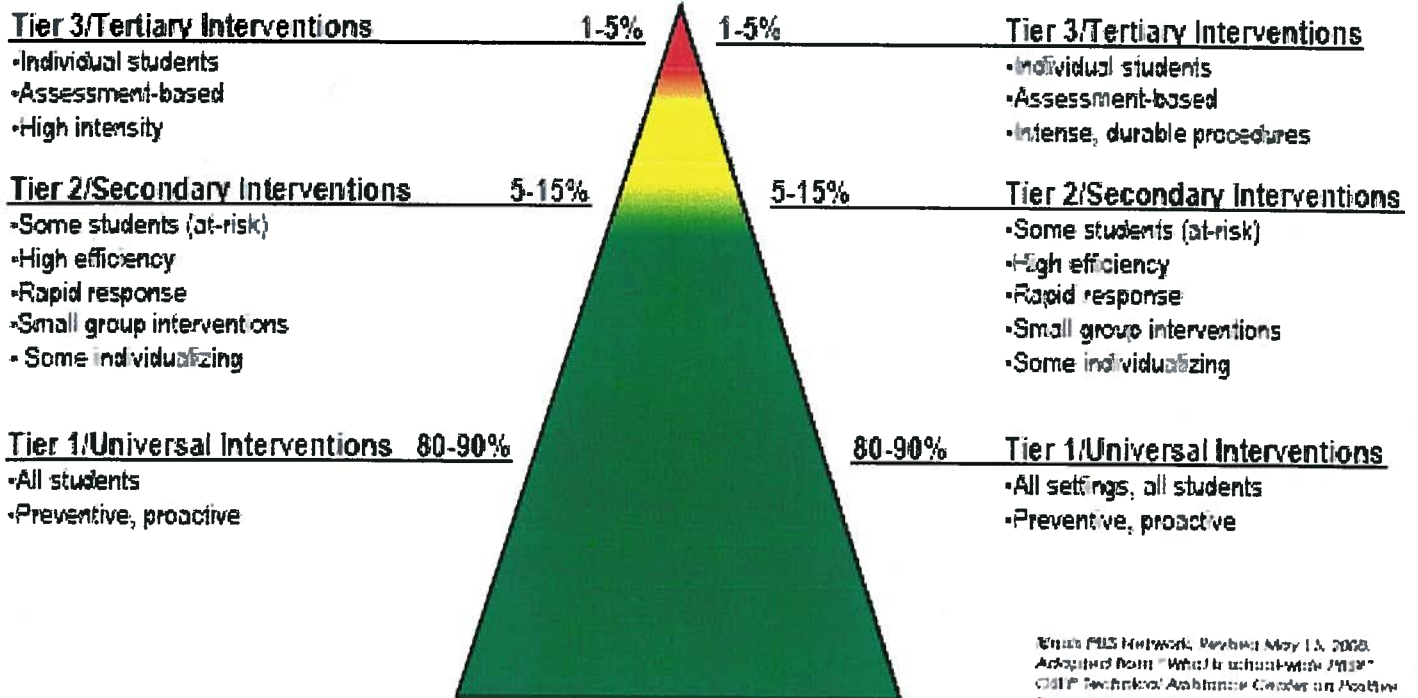# City School District of

New Rochelle

Response to Intervention

Procedures Manual

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

Academic Systems & **Behavioral Systems**

Academic Systems		Behavioral Systems
Tier 3/Tertiary Interventions 1-5%	1-5%	**Tier 3/Tertiary Interventions**
•Individual students		•Individual students
•Assessment-based		•Assessment-based
•High intensity		•Intense, durable procedures
Tier 2/Secondary Interventions 5-15%	5-15%	**Tier 2/Secondary Interventions**
•Some students (at-risk)		•Some students (at-risk)
•High efficiency		•High efficiency
•Rapid response		•Rapid response
•Small group interventions		•Small group interventions
• Some individualizing		•Some individualizing
Tier 1/Universal Interventions 80-90%	80-90%	**Tier 1/Universal Interventions**
•All students		•All settings, all students
•Preventive, proactive		•Preventive, proactive

www.nysrti.org

June 13, 2012

City School District of New Rochelle
Response to Intervention
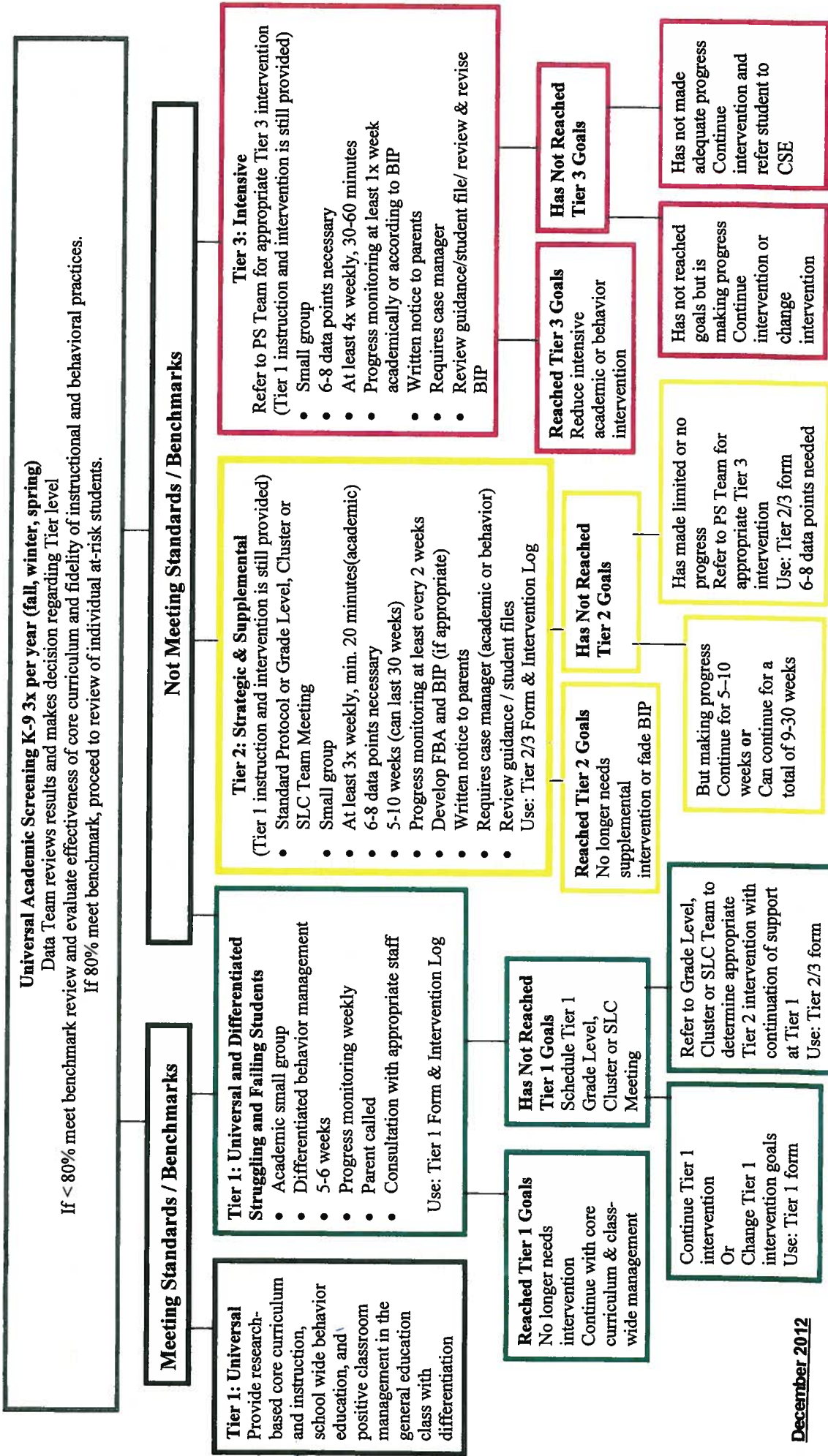Procedures Manual

Table of Contents

September 2012

Introduction

Response to Intervention (RtI) is a school-wide model of student support that provides high quality, research-based instructional and behavioral interventions to meet the diverse needs of all learners. RtI is delivered to all students in the general education setting by qualified personnel. Students in grades K-9 are screened and that screening data is used to identify students who need additional intervention assistance. Specific intervention plans are designed for those at-risk students to meet their learning and behavioral needs and to monitor their intervention progress.

This RtI Procedures Manual describes the RtI plan currently in place in the City School District of New Rochelle as of July 1, 2012. Additionally, the RtI Procedures Manual provides a road map for addressing the steps to meet the needs of all students. This RtI Procedures Manual is aligned with the **Response to Intervention: Guidance for New York State School Districts, October 2010**. For further information, please refer to www.nysrti.org.

City School District of New Rochelle Response to Intervention Procedures Flow Chart

Universal Academic Screening K-9 3x per year (fall, winter, spring)
Data Team reviews results and makes decision regarding Tier level
If < 80% meet benchmark review and evaluate effectiveness of core curriculum and fidelity of instructional and behavioral practices.
If 80% meet benchmark, proceed to review of individual at-risk students.

Meeting Standards / Benchmarks

Tier 1: Universal
Provide research-based core curriculum and instruction, school wide behavior education, and positive classroom management in the general education class with differentiation

Tier 1: Universal and Differentiated Struggling and Failing Students
- Academic small group
- Differentiated behavior management
- 5-6 weeks
- Progress monitoring weekly
- Parent called
- Consultation with appropriate staff

Use: Tier 1 Form & Intervention Log

Reached Tier 1 Goals
No longer needs intervention
Continue with core curriculum & class-wide management

Has Not Reached Tier 1 Goals
Schedule Tier 1 Grade Level, Cluster or SLC Meeting

Continue Tier 1 intervention
Or
Change Tier 1 intervention goals
Use: Tier 1 form

Refer to Grade Level, Cluster or SLC Team to determine appropriate Tier 2 intervention with continuation of support at Tier 1
Use: Tier 2/3 form

Not Meeting Standards / Benchmarks

Tier 2: Strategic & Supplemental
(Tier 1 instruction and intervention is still provided)
- Standard Protocol or Grade Level, Cluster or SLC Team Meeting
- Small group
- At least 3x weekly, min. 20 minutes(academic)
- 6-8 data points necessary
- 5-10 weeks (can last 30 weeks)
- Progress monitoring at least every 2 weeks
- Develop FBA and BIP (if appropriate)
- Written notice to parents
- Requires case manager (academic or behavior)
- Review guidance / student files

Use: Tier 2/3 Form & Intervention Log

Reached Tier 2 Goals
No longer needs supplemental intervention or fade BIP

Has Not Reached Tier 2 Goals

But making progress
Continue for 5–10 weeks **or**
Can continue for a total of 9-30 weeks

Has made limited or no progress
Refer to PS Team for appropriate Tier 3 intervention
Use: Tier 2/3 form
6-8 data points needed

Tier 3: Intensive
Refer to PS Team for appropriate Tier 3 intervention
(Tier 1 instruction and intervention is still provided)
- Small group
- 6-8 data points necessary
- At least 4x weekly, 30-60 minutes
- Progress monitoring at least 1x week academically or according to BIP
- Written notice to parents
- Requires case manager
- Review guidance/student file/ review & revise BIP

Reached Tier 3 Goals
Reduce intensive academic or behavior intervention

Has Not Reached Tier 3 Goals

Has not made adequate progress
Continue intervention and refer student to CSE

Has not reached goals but is making progress
Continue intervention or change intervention

December 2012

Tier 1 Classroom Intervention: Instruction/Behavior (RtI) Framework

Universal Screening:

A. Universal Academic for all students in grades K-9
- Determine who will be administering AIMsweb or Star in your building (School-wide Assessment Team or individual classroom teachers)
- Administer the screening 3x year (fall, winter, spring) by the cut-off date
- Enter the scores into the database

B. Establish the Data Analysis Team and timelines
- Determine who from the Data Review Team will be analyzing the academic Universal Screening data (examples: administrator, classroom teacher, reading teacher, psychologist, English and/or math chairperson, etc).
- Determine how often the team will meet during the year to assess student progress, (definitely after each Universal Screening) and establish a schedule of these meetings for the school year.

C. Analyze the data
- Data Analysis Team members will review all screening data by grade level and they will make the following decisions based on the data:

1. Students whose scores are below the 10th percentile are at risk and will be referred for a Tier 2 standard protocol intervention.
2. Students whose scores are between the 11th and 24th percentile are considered to be at risk. Additional assessments will be reviewed to determine if a Tier 2 standard protocol intervention is needed.
3. Students whose scores are at the 25th percentile and above will receive Tier 1 appropriately differentiated instruction.

Steps for Tier 1 Classroom Interventions and Classroom Teacher Responsibilities:

1. Students whose scores are below the 10th percentile are at risk and will be referred for a Tier 2 standard protocol intervention:
   a. These students will be placed in a Standard Protocol Intervention with a highly qualified Tier 2 interventionist who will write the goals as well as monitor progress every two weeks. Notification is sent to the parent.
   b. Standard protocol model involves a research validated intervention for a specific amount of time, duration and frequency with small groups of students having similar needs. It has a set of well-defined steps or procedures, standardized instruction, and research to support its effectiveness. Examples of a standard protocol in reading would be Wilson, Fundations, and Read 180

September 2012

   c. The classroom teacher will collaborate with the Tier 2 interventionist and will provide Tier 1 coordinated interventions as well as universal core curriculum and instruction

2. Students whose scores on the Universal Screening are between the 11th and 24th percentile are considered to be at risk. Additional assessments will be reviewed to determine if a Tier 2 standard protocol intervention is needed.

3. Students scoring at the 25th percentile and above will receive differentiated, evidence based instructional strategies and techniques and class-wide behavioral plans as part of their core instruction.

4. Teachers who have a concern about a student who has met the standards/benchmarks on the universal screener (25th percentile and above) but who is struggling and/or failing will utilize the following procedure:

   a. Step 1: The teacher will try several differentiated, evidence-based strategies and/or techniques. If the student is not showing adequate progress with these strategies, and there is continued concern, the teacher should begin to document and progress monitor weekly for 5-6 weeks using the Tier 1 Form. The teacher will call the parent to discuss the concern and the intervention.

   b. Step 2: If the teacher continues to have concerns about a student's lack of response or progress to the implemented Tier 1 intervention, the teacher should meet with the Tier 1 Grade Level, Cluster or SLC team to review the progress monitoring data as part of the problem solving process. The team should assist in identifying different interventions. The teacher will continue to document using the Tier 1 form. The team will reconvene to discuss the student's progress.

   c. Step 3: At the scheduled follow-up Grade Level, Cluster or SLC team meeting the student's progress or lack of progress will be discussed. The team will determine if the student:

- Has reached the Tier 1 goal and no longer needs intervention
- Has not reached the Tier 1 goal and needs to:
    - i. continue the Tier 1 intervention
    - ii. change the Tier 1 intervention
    - iii. refer the student to a Tier 2 intervention with continued support at Tier 1

September 2012

New Rochelle Tier 2 Standard Protocol Framework

Universal Screening:

A. Universal Academic for all students in grades K-9

- Determine who will be administering AIMSweb in your building (School-wide Assessment Team or individual classroom teachers)

  - Administer the screening 3x year (fall, winter, spring) by the cut-off date

  - Enter the scores into the database

B. Universal Screening data is used to identify students who are in the following categories:

- Students who score in the 10th percentile or below on AIMSweb are considered to be at risk and should be considered for a Tier 2 Standard Protocol intervention or a Tier 3 problem solving meeting to determine an appropriate intervention. These students will continue to receive Tier 1 interventions and core instruction.

- Students who score in the 11-24th percentile on AIMSweb are considered at some risk and should be considered for Tier 2 Standard Protocol intervention and Tier 1 interventions.

- Data Team will review the data from School-wide PBIS, attendance and discipline records to identify students who are considered at risk behaviorally despite differentiated classroom strategies.

Tier 2 Interventions:

C. RtI (Grade Level, Cluster, SLC) Team responsibilities

- Determine how often the RtI (Grade Level, Cluster, SLC) Team will meet during the year to assess student progress. At the Tier 2 level, they should review progress once a month.

- Review the availability of interventions and determine which students will be placed in a Tier 2 Standard Protocol based on the data and similar need. These groups are fluid and change during the year based on student progress as indicated by progress monitoring data. Students will receive a Tier 2 intervention a minimum of 30 minutes 3x a week in addition to the core curriculum for academic intervention and as per the BIP for behavior.

- Complete an FBA and create a Behavioral Intervention Plan based on Tier 2 Standard Protocol or behavior if appropriate.

- Develop Tier 2 student roster that is electronically shared with the staff

- Determine which team member will facilitate the meeting with each RtI Cluster Team to discuss data. The following questions should be asked at the meetings with the grade level classroom teachers:

    1. Are the core instruction and behavioral strategies adequate? Are 80% reaching benchmark? If not, identify the student centered problem and/or the problem of practice.

    2. Are there core instructional and behavioral strategies that can address identified patterns of weakness?

    3. Determine the core instructional and behavioral strategies that can address student centered problem or the problem of practice.

D. Providing Intervention

- Tier 1 core instruction (academic and behavior) interventions will continue in the classroom.

- The Tier 2 Interventionist will be identified and in collaboration with the student's teacher(s) and case manager or behavior coach will determine the student's goals and the progress monitoring tool. The Tier 2 interventionist will document this information on a Tier 2 form. This information will be shared electronically with the classroom teacher and appropriate staff. The student's progress will be monitored at least every 2 weeks.

- The Tier 2 Interventionist will send a letter to the parent identifying:

    o The amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;

    o Strategies for increasing the student's rate of learning;

    o The parents' right to request an evaluation for special education programs and/or services. (NYS Guidance RtI Document, pg. 38)

June 13, 2012

Tier 2/3 RtI Team Background Information Checklist

Case Manager will work with teacher and other staff members to collect the following information:

A. Assessment Data

_____Universal screening data (current and past data if possible)

_____ NYS ELA/Math scores (itemized scores if possible)

_____ Standardized Individual Test Results such as SRI, Fountas & Pinnel, Achieve 3000, DRA

_____ Frequent Formative Assessment (FFA) scores if applicable

_____ NYSELAT scores if applicable

B. RtI Data

_____ Definition of problem and root cause

_____ Tier 1 form (with a minimum of 6 data points) and/or Tier 2 intervention(s)(a minimum of 6-8 data points)

_____Curriculum Based Measurement (CBM) progress monitoring data charted. Each chart (a minimum of 3) will include the aim line/target, student progress and an analysis of the data

_____ Intervention Log or other documentation to demonstrate fidelity of implementation

_____Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

C. Student Data

_____ Report cards

_____ ESchool data from student management system and LHRIC

_____ Current progress reports

_____ ESL status (home language and English and native language proficiency)

_____ Medical information (vision, hearing, allergies, other if appropriate)

_____ Absence/late arrival information

_____ Documentation of parent meeting/discussions/involvement

_____ Disciplinary referrals and outcomes

_____Classroom observation(s)

_____ AIS, Special Services, Reading, 504Plan

D. Strengths

_____ Awards/activities/teams/accomplishments including at home and in the community

RtI Tier 3 Problem Solving Team Meeting Framework

A. <u>Prior</u> **to the Problem Solving Team Meeting, the following should be completed**:

1. Members of the Problem Solving Team have been established based on student need and data:
   - Administrator
   - Referring teacher
   - Parent
   - Student as appropriate
   - Other appropriate members of the staff with knowledge of the student or the presenting problem (reading teacher, psychologist, social worker, etc)

2. Referring teacher and Tier 2 case manager have collected, organized and reviewed:
   - Materials from the attached Tier 3 Intervention/Instruction RtI Checklist
   - Tier 3 Referral Form with potential intervention plan identified

3. Roles reassigned to the members of the team:
   - Chair of the meeting
   - Recorder/Timekeeper
   - Case Manager/Intervention Facilitator

4. Agenda is established with a clear timeline (no more than 40 minutes per student)

5. Parent has been contacted and apprised of the problem solving format and goals.

6. Student has discussed the format and goals of the Problem Solving Team meeting with a staff member, if appropriate.

7. An inventory of the strategies/standard protocol programs/other evidence based resources in the building that may be available and appropriate to the student's need/problem has been taken.

B. <u>During</u> **the Problem Solving Team (PST) meeting, the following should be accomplished**:

1. Members discuss the student's strengths (approximately 5 minutes) and incorporate strengths into a plan to emphasize or support the student's strengths.

2. Members discuss the defined problem and generate interventions based on the data. The PST will set realistic and appropriate goals that focus on a growth model that would close the achievement gaps.

3. Members determine who is going to provide the intervention, the size of the group, and when and how often it will take place e.g. 30 minutes 4x a week.

4. Members will determine who will progress monitor, how often (at least 1x a week) and with what curriculum based assessment tool, Behavioral Report Card or other appropriate progress monitoring tool.

5. The PST and classroom teacher will develop an intervention plan to support the student in the classroom.

6. Members will discuss how the parent/family input can support or supplement the intervention at home.

7. Members will schedule a follow-up meeting within 4-6 weeks to review progress monitoring data and additional documentation.

C. <u>Prior to the follow-up</u> Problem Solving Team Meeting, the following should be accomplished:

1. Case manager, classroom teacher(s), interventionist, parent and student (if appropriate) communicate (verbal, written or electronic) weekly about progress.

2. Intervention is being provided with fidelity and an intervention fidelity log/form is being completed.

3. Continuous progress monitoring at least 1x a week is occurring according to the agreed upon schedule and data is being charted.

D. <u>At the follow-up</u> Problem Solving Team Meeting, the following should be accomplished:

1. Members review the data and charts to determine if the student is making sufficient progress toward the aim line/target.

2. Members will determine if:

   - Student has met goal and no longer needs an intensive intervention.

   - Student has met the goal and needs a more aggressive goal to close the achievement gap. Intervention should be continued or changed.

   - Student has not met the goal but is making promising progress so the intervention should be continued and modified to increase progress.

   - Student has made limited or insufficient progress after a minimum of 3 research based interventions that have been implemented with fidelity. The PST may recommend that:

     o The intervention should be changed; or

     o An additional intervention should be considered; or

     o A recommendation to the principal for a referral to the Committee for Special Education (CSE) may be initiated.

<u>June 13, 2012</u>

RESPONSE TO INTERVENTION: TIER 1 TEACHER PLANNING FORM
City School District of New Rochelle

STUDENT NAME: _____ DOB___/___/___   DATE___/___/___

TEACHER/SCHOOL _____ GRADE: _____ E-SCHOOLS ID_____ GRADE _____

Area(s) of Concern:

Language Arts:
___ letter naming/ sounds
___ sight words
___ reading (decoding)
___ reading comprehension
___ written expression
___ other _____

Math:
___ number sense
___ computation
___ word problems
___ other _____

Behaviors/ Organizational:
___ organizational issues
___ compliance with requests
___ remaining on task
___ attendance issues
___ homework completion

___ class work completion
___ other _____

Additional Information/Explanation: _____

Baseline Data/ Assessment:				
Goal:				
Interventions/Strategies Implemented: Refer to Tier 1 Intervention checklist	**Start/ End Dates**	**Minutes Per Day**	**Days Per Week**	**Outcome**
Observations:				

Attach Progress Monitoring Data/ Work Samples (minimum 5-6 data points)

___ AIMSweb
___ Fountas & Pinnell
___ Waterford
___ Successmaker report
___ DRA
___ Gates MacGinitie

___ SRI
___ Writing Sample
___ Progress Reports
___ Math Tests/Quizzes
___ CBM
___ Other

___ Report card/progress reports
___ Behavior Modification Checklist
___ Behavior report card
___ Disciplinary referrals
___ Homework record
___ Report card/progress reports

Meeting type (Colleague/Parent/Cluster)	Date	Outcome

Next Steps: ___ Modify intervention/continue data collection ___ Refer to Tier 2 intervention ___ Refer to Problem Solving Team

June 13, 2012

RESPONSE TO INTERVENTION:
TIER 2 AND TIER 3 REFERRAL FORM
City School District of New Rochelle

Student Name: _____   Date: _____

Referred by:_____   Grade: _____   D.O.B _____

Case Manager: _____

☐ Special Education - Classification: _____   ☐ 504   ☐ ELL/ESL

Tier 2/3 Background Information Checklist Attached:

___Assessment Data   ___Student Data   ___Parent Communication
___RTI Data   ___Student Strengths   ___ Other _____

Continuing Concern/Problem: _____

_____

Intervention Summary: _____

_____

Continuing Concern/Problem: _____

_____

Intervention Summary: _____

_____

_____

Case Manager Assigned_____

Meeting Date: ___/___/____   **Time:** _____ **Location**_____

Attendees: _____

_____

INTERVENTION CONTACT LOG

Intervention Provider _____

Classroom/Location _____

Students' Names: Group 1	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.

Students' Names: Group 2

Students' Names: Group 3

Notes:

Group: days per week/session length/time/program

Ex. Group 1: 3x30 at 10:00 AM/PAF

Group 1: _____

Group 2: _____

Group 3: _____

Fidelity of Instruction

2 Fully Engaged

1 Partially Engaged

0 Not Engaged

Code:

A - Student Absent

X - No School

PC - Provider Cancelled

TC - Teacher Cancelled

SF - School Function

TIER 2/3 RTI ACTION PLAN

Student: _____ **Grade:** _____ **DOB**_____ **Date**_____

Counselor/: Counselor/Case Manager_____

Target Concern: _____

Potential Causes: _____

Most Recent Baseline Data/ Assessment:

Goal:

Interventions/Strategies Implemented:	Start/ End Dates	Min./Day Days/Wk	Grp. Size	Interventionist/ Staff Responsible

Progress Monitoring:

Tier 1 Intervention:

Follow-up Date: _____/_____/_____ **Time:** _____

Next Steps / Recommendations: □ Continue Intervention □ Change Intervention □ 504 Referral
□ Recommendation to Principal for CSE Referral: _____
□ Other: _____
_____

Copy to: ____ Parent ____ Student _____ Counselor _____Other _____

Teacher(s): _____

School Letterhead
Elementary/Middle School Parent Response to Intervention Letter
Draft Letter 6/20/2012:

<Insert Date>

<Insert Parent Name>
<Insert Street Address>
<Insert City, State Zip Code>

Dear <Insert Parent Name>,

The City School District of New Rochelle is committed to ensuring that all students meet the New York State Common Core Standards in English Language Arts and Literacy and Mathematics. <Insert School Name> makes available instructional supports to all students in order to help them achieve academic success. Furthermore, a Reponses to Intervention (RtI) model, which provides three tiers of intervention support, is implemented for students who are not demonstrating adequate progress to achieve mastery of English Language Arts and Math standards. The <insert name of Universal Screener>, a brief assessment used to monitor student progress in <insert name of academic/behavior skill being measured by assessment>, is administered to all students in grades K – 8 during the fall, winter, and spring.

The results of the recent administration of <insert name of Universal Screener> as well as other supporting instructional data indicate that <Insert Name of Student>'s is not achieving adequate progress in <insert name of academic/behavior skill being measured by assessment>. Consequently, more intensive, Tier 2 interventions will be provided to <Insert Name of Student> in a small group setting for a period of <How many> weeks for <how minutes> <how many times> per week.

There will be ongoing progress monitoring to measure <Insert Name of Student>'s response to this instruction. At the end of <how many> weeks, the Response to Intervention Team will review the data to determine if <Insert Name of Student> requires additional instructional and behavioral supports. If <Insert Name of Student> requires additional interventions, modification of instruction will be made and you will be notified. As a parent, you have the right to request an evaluation for special education programs and/or services.

We look forward to continuing to provide you with progress monitoring of <Insert Name of Student>'s response to Tier 2 interventions. If you have any questions about <Insert Name of Student> school performance or would like additional information about Tier 2 interventions, please feel free to contact <Insert Intervention specialist> at <insert phone number of email> between 8:00AM and 4:00PM.

The City School District of New Rochelle
Response to Intervention (RtI) Glossary

The City School District of New Rochelle (CSDNR) Response to Intervention Procedures Subcommittee has developed this glossary reference guide to be used in conjunction with the CSDNR Response to Intervention Flow Chart. The intention of this reference guide is to assist educators as they use the procedures flow chart to make decisions about RtI tiers and interventions. The Response to Intervention (RtI) policy as outlined by the New York State Department of Education must be in place by July 2012.

The following definitions referenced in this glossary are taken directly from Response to Intervention: Guidance for New York State School District, October 2010. The complete document can be found at www.nysrti.org or www.nysed.gov.

A. RtI Definition:

The New York State Education Department (NYSED) has established a regulatory policy framework for RtI in relation to school-wide screening, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners (p.1)

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 the provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tiered 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.(p.1)

B. Universal Screenings:

Screening is an assessment procedure characterized by brief, efficient, repeated testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) 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(p. 8)

The team should implement a standard procedure for using screening data to determine if a student responds to scientific, researched-based instruction includes either establishing:

1. the cut points at which risk is determined (e.g., establishing risk identification of students who score below a norm-referenced cut-point (such as less than the 25th percentile on a standard reading test) or

2. a pattern of performance (e.g., identifying students who score below a performance benchmark associated with poor long-term outcomes (such as less than 15 on the curriculum-based measurement (CBM) word identification fluency at the beginning of first grade). (p.8-9)

C. Multi-Tier Service Delivery Model:

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. The various tiers (Tier 1, Tier 2, and Tier 3) include distinguishing features such as:

- size of instructional group,
- mastery requirements for content,
- frequency and focus screening,
- duration of the intervention,
- frequency and focus of the progress monitoring,
- frequency of the intervention provided, and
- the instructor's qualifications. (p. 12)

1. Tier 1 – Universal and Differentiated

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:
- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading. (p. 12)

Tier 1 appropriate instruction for LEP/ELL students must include bilingual and ESL instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education. (p. 13)

2. <mark>Tier 2 – Strategic and Supplemental</mark>

Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention. (p. 13)

The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or an alternate location outside of the general education classroom. The determination of which intervention will be provided to an individual student is made by a problem-solving process or a standard treatment protocol. (p. 13)

3. <mark>Tier 3 - Intensive</mark>

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by the school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended. (p. 14)

See attached Tier 2/3 Form and Intervention Log

D. <mark>Decision-Making Models: Standard Protocol and Problem Solving</mark>
Initial screening and progress monitoring data inform decisions about the level and type of interventions needed to help individual students make progress. Schools typically implement small group interventions using either a standard-protocol or a problem-solving model or a combination of the two – hybrid. (p. 25)

1. <mark>Standard Protocol Model</mark>

A standard protocol model involves the provision of a research-validated intervention for a specific amount of time, duration and frequency (minutes per day, days per week, and number of weeks) with small groups of students having similar needs. A primary feature of the standard protocol model involves standardized instruction or intervention with minimal analysis of skill deficits. The intervention has a set of well-defined steps or procedures, which when implemented appropriately or as intended, increase the probability of producing positive outcomes for students. Intervention groups are formed by identifying the general nature of the deficit and matching it to a prescribed treatment or protocol. (For example, the Rti decision-making team would analyze screening data and identify which students required additional instruction in decoding. These students would receive an intervention using a standardized set of procedures or intervention program that focuses exclusively on decoding.) (p. 25)

2. Problem-Solving

In contrast, the problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables that compromise a student's reading performance (Shapiro, 2009). Information obtained from the examination of instructional variables are used to identify subskill deficits and inform targeted interventions. Common to Rti-PS models is a 4-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?) (p. 26)

Sufficient time is needed to determine if the intervention is going to work. However, except with standard protocol procedures, the frequency, duration and intensity of interventions should be based upon student performance data, not specified period of time. Effective data-based decision making includes:

- regular review of data based on intensity of student needs (students with more intense needs or greater gaps in achievement may need to be monitored more frequently);
- sufficient number of data points collected over a specific period of time (a minimum number of six to eight data points is needed to determine responsiveness of the student);
- analysis of learning trajectory or trends compared against trajectory or trends that will result in grade appropriate achievement;
- graphic representation of data to allow for visual analysis of trends; and
- a discussion involving treatment fidelity; that is, how closely the specific steps or procedures within an intervention was delivered the way it was intended (treatment fidelity). (p. 27)

E. **Fidelity**

Fidelity of the process at the school level means consistency with which various components are implemented across classrooms and grade levels. Fidelity of implementation means:

1. intervention/instruction is delivered in the way in which it was designed to be delivered;
2. screening and progress monitoring procedures are administered in a standardized manner, and an explicit decision-making model is followed;
3. instruction and interventions are implemented consistent with research or evidence-based practice;
4. staff receive appropriate professional development; and
5. administrators provide supervision and serve as instructional leaders. (p. 42)

F. **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. (p. 19)

Data from progress monitoring should 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. (p. 20)

E. **Parent Notification**

In accordance with section 100.2(ii) of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing the:

- amount and nature of data that will be collected and the general education services that will be provided;
- strategies to increase the student's rate of learning; and
- parent's right to request an evaluation for special education programs and/or services. (p. 14-15)

Additional Terms:

G. Case Manager

The case manager acts as the RtI Team facilitator. Each school will determine who will function as the case manager. The role can be assigned to one person or it can be assigned on a rotating basis based on the needs of each building. The responsibilities of the case manager can be: student observation, assistance with Tier 1 interventions, help with compiling all of the data needed for a Problem Solving Team meeting as per the Tier 2/3 Checklist,

H. Strategic Progress Monitoring

RtI requires a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers, and administrators on a regular basis to determine whether the student is responding to the instruction/intervention.

I. Functional Behavioral Assessment

A Functional Behavioral Assessment (FBA) is the" process of determining why a student engages in behaviors that impede learning how the student's behavior relates to the environment". (www.p12.nysed.gov)

J. Behavioral Intervention Plan

A behavioral intervention plan "is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior4, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior". (www.p12.nysed.gov)

Minimum Requirements of a Response to Intervention Program (RtI)

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

Criteria for Determining Learning Disability (LD)

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RtI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has 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 severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics; and

2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model; or

   (b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE; and

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Process for Determining Learning Disability Using RtI Data

While the data collected through an RtI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout an RtI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

Written Report

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RtI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RtI program; strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

Appendix B provides NYS' model form for documentation of a learning disability eligibility determination.

Nonpublic School Students

NYSED recommends that all schools, including nonpublic schools, implement RtI programs.

If a student from a nonpublic school is referred for an evaluation to determine if the student has a disability and there is no data from an RtI process available because the nonpublic school does not implement an RtI process, information from other sources should be obtained regarding the type of instruction the student has received and the student's progress in the school's curriculum (such as teacher reports, classroom tests, standardized tests, report cards and information from parents). Nonpublic school students cannot be denied an evaluation to determine if the student has a disability or the provision of services, if eligible, based on the nonpublic school not implementing an RtI process and the lack of data available from an RtI process. The determination of eligibility is based upon a comprehensive multidisciplinary evaluation consistent with section 200.4(b) of the Regulations of the Commissioner of Education. The parent and CSE may agree to extend the timeline to complete the individual evaluation in order to have the student participate in a process to assess the student's response to scientific, research-based intervention (RtI).

Quality Indicators for Use of RtI Data in a Learning Disability Determination

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.

- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.

- The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.

- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.

- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.

- Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.

- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.

RESPONSE TO INTERVENTION

A Parent's Guide to Response to Intervention

The University of the State of New York
The State Education Department
www.nysed.gov

Introduction

This pamphlet provides parents, families and others with information regarding Response to Intervention (RtI). RtI is a process used in schools to provide well-designed instruction, closely monitor all students' progress and provide additional instructional supports to students who are struggling. This additional help is to assist those students to keep up with learning in their classrooms, particularly in the areas of reading and math.

At the end of this pamphlet, there is a reference list which provides sources for additional information for parents and websites where these resources can be found.

What is RtI?[1]

RtI is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.

RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) for students who require support.

---

[1] In addition to RtI programs focusing on academic difficulties, many schools also use systems of behavioral support based on a RtI model. This system is called "Positive Behavioral Interventions and Supports" or PBIS. For additional information see http://www.pbis.org/.

What are the steps in RtI?

1. Screening is conducted for all students.

What is screening?

Screening is a quick assessment that measures a student's skills or behaviors expected for his or her grade level. Screenings may be conducted once a year or as many as three times per year.

How are the results of screening used?

Screening for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, a school may recommend that a student be provided additional instructional support to address the student's areas of need.

Will a parent be notified of his/her child's screening results?

Some schools notify all parents of his/her child's screening results, but it is not required. However, if the school recommends that a student receive additional instructional support beyond what is provided to all students in the class, the parent must be notified.

2. All students receive appropriate instruction.

An RtI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class. This is called Tier 1.
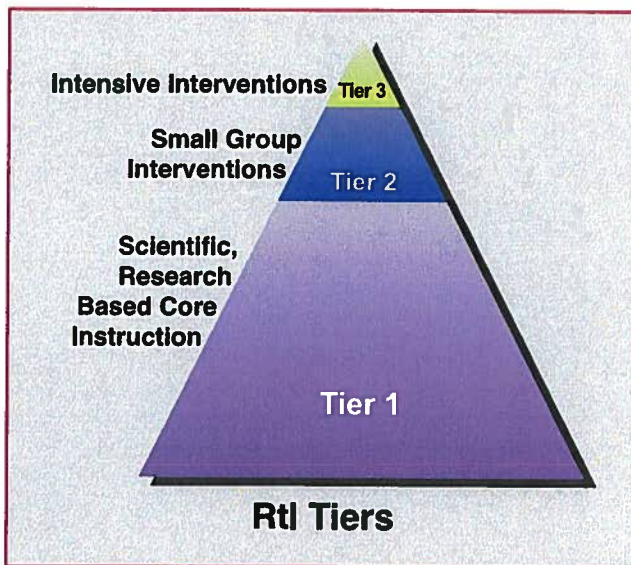
What is appropriate instruction?

Appropriate instruction means that the methods and materials a teacher uses are based on research showing that most students will be successful if taught in this manner. Since students learn in different ways, it is important for a teacher to use a variety of effective methods and materials to meet the needs of all students in his/her class.

What is considered appropriate reading instruction?

Reading instruction should include instruction in the essential elements of reading:
- phonemic awareness: the ability to distinguish the individual sounds of language;
- phonics: the ability to understand letter-sound connections;
- vocabulary development: understanding words to communicate effectively, both orally and in print;
- reading fluency: the ability to read orally with speed, accuracy and vocal expression; and
- reading comprehension: the ability to understand the written words.

Intensive Interventions Tier 3

Small Group Interventions Tier 2

Scientific, Research Based Core Instruction

Tier 1

RtI Tiers

3. Additional instructional support is provided for students, based upon screening and ongoing measurement of progress.

How will additional instructional support be provided?

Students identified through screening as needing additional instructional support, receive assistance designed to meet their needs. This assistance is called targeted intervention. Targeted intervention includes the teaching method or strategy the teacher will use, how often the intervention will be provided and for how long the intervention will be provided.

Within the RtI model, targeted intervention is provided with increasingly intense levels or tiers of support. Increased intensity can mean more time, smaller groups and/or more instruction focused on the specific areas in which the student is having difficulty. Most RtI models provide three tiers of support.

What is Tier 2 Intervention?

Tier 2 intervention is in addition to the student's regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 intervention usually means that a student is:
- taught in a small group;
- receiving additional instruction time; and/or
- taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

For example, a student having difficulty reading may receive instruction in a small group (3-5 students) for 30 minutes per day with a reading teacher. This Tier 2 intervention may be provided by a reading or math specialist. During this time, a student's progress will be measured regularly (monitored) to see if the intervention is meeting his/her needs.

What is Tier 3 intervention?

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction at this level may be more frequent, smaller group and/or for a longer period of time than that provided in Tiers 1 or 2. Tier 3 may utilize materials or

programs which focus specifically on skills with which the student may be having difficulty.

4. Who determines the level of support (Tiers 1, 2, 3) for each student?

If a student is identified as needing instructional support, a team may meet to review information from the student's classroom work, screenings, and State and district-wide assessments. This team typically includes the student's classroom teacher(s), the parent(s) and other staff such as a reading teacher and school psychologist. The team will recommend what type of instructional support the student needs and how often and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the instructional support.

5. What is progress monitoring?

Progress monitoring involves a frequent assessment of a student's performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs.

How often does progress monitoring occur?

How often a student's progress should be monitored will vary by school, the level of intervention and by the individual student's needs. In many cases, schools will monitor individual student progress once every other week or as frequently as every week. Many schools that use an RtI process will chart the student's progress on a graph to see if progress is being made. This will help identify where there is a gap between how the student is performing and what is expected of other students of the same age or grade.

Progress monitoring also helps school staff know if the instructional support that is being provided needs to be changed.

6. What information will parents receive in the RtI process?

Parents should receive screening results from the school, as well as regular updates on his/her child's progress in the classroom. However, schools must make progress monitoring information available to parents of students receiving Tier 2 or 3 levels of intervention.

Parents of students requiring Tier 2 or 3 support must be provided with information describing the:

- amount and type 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.

Each parent of a student participating in an RtI process is encouraged to meet regularly with teachers and school staff who are providing instructional support to the student in order to review the student's progress.

Teachers may ask a parent to help support the student's progress in a number of ways. They may ask that the parent read to his/her child, have him or her read to you and/or engage in other activities that promote positive growth in skills.

What if a student is not making progress even when provided with the most intense interventions at Tier 3?

There is a small percentage of students who do not make the expected progress and who may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that the student might have a disability affecting his/her ability to progress, the school will seek the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RtI process will be considered as part of this evaluation.

If, at any time, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the school's special education office or the building principal.

Resources

National Center on Response to Intervention, December 2007, http://www.rti4success.org/
This website is developed and maintained by the federally-funded National Center on RtI. Among the many resources, there are a number relating to parents and parental involvement. Since it is a new and active website, the number of resources will grow.

National Reading Panel. TEACHING CHILDREN TO READ: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Updated 10/06 (Materials retrieved 5/08)
http://www.nationalreadingpanel.org/

National Research Center on Learning Disabilities (NRCLD). (2006, April). Getting Started with SLD Determination: After IDEA Reauthorization. Johnson, E. & Mellard, D.F.
http://www.nrcld.org/

New York State Education Department (NYSED) - http://www.vesid.nysed.gov/

NYSED, Special Education Office – Assistance for Parents - http://www.vesid.nysed.gov/specialed/quality/parents.htm

New York State Response to Intervention Technical Assistance Center. The NYS RtI-TAC is funded by the NYS Education Department as part of the Department's strategy to promote and build school district capacity to implement a systemic, response to intervention process. www.nysrti.org.

Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports - http://www.pbis.org/

Reading First: A Closer Look at the Five Essential Elements of Effective Reading Instruction, Learning Point Associates, 2004.

The ABCs of RtI, Elementary School Reading, A Guide for Parents, Mellard, D., McKnight, M., Deshler, D., December 2007

RESPONSE TO INTERVENTION   5175

In accordance with the Response to Intervention Guidance for New York State School Districts (October 2010), the Board of Education of the City School District of New Rochelle establishes Response to Intervention (RtI) as a District-wide system of providing high quality, research-based instructional and behavior interventions to meet the diverse needs of all learners. RtI is delivered to all students in the general education setting by qualified personnel. According to the NYS Guidance for Response to Intervention (2010):

"RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities, 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 for students with learning disabilities" (Response to Intervention: Guidance for New York State School Districts, October 2010, pg.1)

An effective RtI model is designed to improve outcomes for all students. The following are the basic components of the RtI process:

- All students (K-12) will receive scientific, research-based, differentiated core instruction in reading and mathematics.

    o Reading instruction in K-5 must include "explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, fluency, and comprehension";

    o Mathematics instruction in K-5 includes instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability;

    o The core reading program in K-5 must be scheduled for an uninterrupted 90-minute block of instruction daily;

- Universal screening will be conducted three times each academic year (fall, winter, spring) to identify students who are not making academic progress at the expected rate;

- RtI is a three-tiered approach. Students will receive research-based interventions matched to their targeted needs.

    o Tier 1 is the core differentiated instructional and behavior program provided to all students by the general education teacher in the general education classroom.

    o Tier 2 intervention is small group supplemental instruction for 10-15% of the students who are not adequately responding to Tier 1 instruction. This

supplemental intervention is provided **in addition to**, and not in place of, the Tier 1 core instruction.

o Tier 3 is more intensive instruction provided to students who are not adequately responding to instruction in Tiers 1 and 2. Like Tier 2, Tier 3 instruction is provided **in addition to**, and not in place of, the core instruction provided in the general education classroom.

- Repeated assessments, known as progress monitoring, utilizing curriculum-based measurements (CBMs) will take place to determine whether the student is responding to the research-based instructional strategies and interventions, and is making progress towards age- or grade-level standards. "When monitoring the progress of LEP/ELL students, 'the expected rate of progress takes into account linguistic considerations such as the student's [native and second] language proficiency, stage of second language acquisition, [and] type of language instruction. The student's progress [is compared with] levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the intervention.' (Garcia & Ortiz, 2008)" (Response to Intervention: Guidance for New York School Districts, October, 2010, pg. 21-22).

- "An RtI implementation plan should include strategies for evaluation of implementation fidelity and effectiveness of the model from initial steps forward. Strategies should include both annual summative evaluations to describe progress over the year and formative evaluation during each year to all adjustment to the RtI process if it becomes apparent that elements of the model are not being implemented accurately or are not having the desired impact." (Response to Intervention: Guidance for New York State School Districts, October, 2010, pg. 44).

- Each school will establish a building-wide instruction and behavior support team that will establish at-risk criteria, review screening data, and make decisions related to student performance and interventions.

- Culturally-responsive instruction will be provided that takes into account cultural knowledge, experiences, learning styles of students from diverse backgrounds. Multicultural information, resources and materials will be used in the classroom.

- "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)(vi) of the Regulations of the Commissioner of Education which includes the:

o Amount and nature of data that will be used to monitor a student's progress;

o Strategies to increase the student's rate of learning; and

o Parent's right to refer the student for special education services." (Response to Intervention: Guidance for New York State School Districts, October 2010, pg. 10)

Structure of Response to Intervention Program:

District Level: The City School District of New Rochelle will establish a District-wide Steering Committee comprised of administrators, board members, parents, general and special education teaching and support staff. This committee will establish guidelines for RtI implementation and will support building level data and problem solving teams.

School Building Level: Each school will establish a data inquiry team led by the Principal. That team will convene to conduct the following tasks:

- Review and analyze the data collected pursuant to this policy;

- Monitor school-wide benchmark data.

Each school will also establish an instructional and behavior problem-solving team that may comprise of any or all of the following: general education teachers, specialists such as the special education, reading, gifted coordinator, speech and language and ELL teachers, psychologist, and a building administrator. The team will convene to conduct the following tasks:

- Recommend changes in students' instructional programs based upon the analysis of the data;

- Make decisions regarding the appropriateness of the interventions implemented;

- Determine whether the intervention provided is research-based and is being implemented with fidelity consistent with the targeted area of need.

- Determine when and if a student is not making progress should be referred to the CSE.

Tiers of Intervention:

"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. The various tiers include distinguishing

RESPONSE TO INTERVENTION   **5175**

features such as:

> Size of instructional group,
>
> Mastery requirements for content,
>
> Frequency and focus of screening,
>
> Duration of the intervention,
>
> Frequency and focus of progress monitoring,
>
> Frequency of intervention provided, and
>
> The instructor's qualifications." (Response to Intervention: Guidance for New York State School Districts, October 2010, p. 12)

Tier 1: All students receive core curriculum and differentiated research-based instruction in reading and mathematics in the general education classroom provided by the general education teacher. Students in grades K-5 will receive explicit, systematic and research-based instruction in reading in a daily uninterrupted 90-minute block of instruction and mathematics. Students' progress is benchmarked three times per year. Students who are initially identified as at-risk on the universal screening may receive Tier 1 intervention and will be progress monitored for 5-6 weeks.

Tier 2: Students who fail to demonstrate adequate progress in reading and/or math as determined by benchmark data will be provided additional targeted supplementary interventions **in addition to** the core curriculum. Determination of which intervention will be provided is decided by the problem-solving process or by standard protocol treatment procedures. The targeted interventions are provided at a minimum three (3) times weekly for 30 minutes in a small group. Intervention results are progress monitored on a consistent basis but not less than every two (2) weeks. The recommended length of time that a student receives a tier 2 intervention will vary from nine (9) to thirty (30) weeks depending on the student's progress. Data results shall be documented and lead to the termination or continuation of the intervention including extension of the duration of the intervention at that tier or movement to a more intensive instructional approach. Students who display behaviors that interfere with academic progress will be provided with behavior intervention support, counseling, or social skill training. Behavior intervention data will be monitored on a consistent basis.

Tier 3: Students who fail to make adequate progress based on 6-8 data points as determined from progress monitoring for 6-10 weeks of Tier 2 intervention shall be provided with a Tier 3 intervention **in addition to** the core instruction. Tier 3 provides the student with more intensive, individualized intervention at least four (4) times a week for 30 to 60 minutes. Progress monitoring takes place at least once a week. Based on the review of data, the Building Level Team shall determine whether a Tier 3 student is making adequate progress to meet grade level

RESPONSE TO INTERVENTION   5175

standards. If the student does not make adequate progress despite implementation of a minimum of three (3) research based interventions in Tier 2 and 3, the team will consult with the Principal to consider a referral to the CSE. Upon the recommendation of the Principal that the student should be referred to the CSE, the team will initiate a referral without delay.

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 visual charting of progress monitoring data. In addition, the "school district shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program" (Response to Intervention: Guidance for New York State School Districts, October 2010, Appendix pg. 2).

Use of RtI in 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 severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. Does not adequately achieve grade level standards in the areas of reading and/or mathematics;

2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RtI model;

    or

    (b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;

RESPONSE TO INTERVENTION   **5175**

3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance, cultural factors; environmental or economic disadvantage; or limited English proficiency." (Response to Intervention: Guidance for New York State School Districts, October 2010, pg. 45)