

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the Homer Central School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RtI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective RtI process. This document includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of RtI data in determining if a student has a learning disability. This guidance document is available at:

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

Schools are being encouraged to establish procedures for identifying students with learning disabilities that use a research-based RtI process prior to, or as a part of, an individual evaluation to determine whether a student has a learning disability. Effective July 1, 2012, an RtI process is required for all students in grades kindergarten through grade 4 suspected of having a learning disability in the area of reading. RtI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

Requirements of the Homer Central School District RtI Program

The District's RtI process includes the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- b) Screenings shall be provided to all students in the class to identify core instruction weaknesses as well as those students who are not making academic progress at expected rates. The screenings for the Homer Central School District will take place as follows for the 2012-2013 school year:

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Fall Screening - September	
Grade	Screening Measure
K	AIMSweb Letter Naming Fluency (LNF) AIMSweb Letter Sound Fluency (LSF)
1	AIMSweb Nonsense Word Fluency (NSW) AIMSweb Phoneme Segmentation Fluency (PSF)
2	AIMSweb Reading-Curriculum Based Measures (R-CBM)
3	AIMSweb Reading-Curriculum Based Measures (R-CBM)
4	AIMSweb Reading-Curriculum Based Measures (R-CBM)
5	STAR Reading Assessment
6	STAR Reading Assessment
Winter Screening - January	
Grade	Screening Measure
K	AIMSweb Letter Naming Fluency (LNF) AIMSweb Letter Sound Fluency (LSF) AIMSweb Phoneme Segmentation Fluency (PSF) AIMSweb Nonsense Word Fluency (NSW)
1	AIMSweb Nonsense Word Fluency (NSW) AIMSweb Phoneme Segmentation Fluency (PSF) AIMSweb Reading-Curriculum Based Measures (R-CBM)
2	AIMSweb Reading-Curriculum Based Measures (R-CBM)
3	AIMSweb Reading-Curriculum Based Measures (R-CBM)
4	AIMSweb Reading-Curriculum Based Measures (R-CBM)
5	STAR Reading Assessment
6	STAR Reading Assessment
Spring Screening - May	
Grade	Screening Measure
K	AIMSweb Letter Naming Fluency (LNF) AIMSweb Letter Sound Fluency (LSF) AIMSweb Phoneme Segmentation Fluency (PSF) AIMSweb Nonsense Word Fluency (NSW) IOWA
1	AIMSweb Nonsense Word Fluency (NSW) AIMSweb Reading-Curriculum Based Measures (R-CBM) AIMSweb Phoneme Segmentation Fluency (PSF) IOWA
2	AIMSweb Reading-Curriculum Based Measures (R-CBM) IOWA
3	AIMSweb Reading-Curriculum Based Measures (R-CBM) IOWA
4	AIMSweb Reading-Curriculum Based Measures (R-CBM) IOWA
5	STAR Reading Assessment IOWA
6	STAR Reading Assessment IOWA

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- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- d) Repeated assessment of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- e) Information about the student's response to intervention will be used to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or intervention services and the decision to make a referral for special education programs and/or services. The Homer Central School District will enlist the use of several data assessment teams for these purposes and to meet specific data review goals. The following is a list of these teams as well as the purpose each will serve:

District Data / Decision Team

Purpose: Meet annually in the fall and spring to discuss student data as well as to review / assess current assessments, review district data, system decision making, and program use.

Agenda: Grade and building level data reviewed. Staff examine: a) area(s) of core instruction that may need strengthening per grade level, b) effectiveness of current intervention strategies / programs available in the district, c) effectiveness of screening and progress monitoring measures, d) effectiveness of data collection systems, e) review policy and make necessary changes.

Members: Superintendent, Director of Instruction, Director of Special Education, building principals, school psychologists, Rtl coordinator.

Data Meetings

Purpose: Meet after benchmark assessments and then every 6 to 8 weeks to gauge student progress in order to modify instruction and or interventions in a targeted manner when students are not making progress. Prioritize students for services.

Agenda: Several students are discussed simultaneously. Staff examine: a) areas in the core instruction that may need strengthening, b) groups of struggling students who may benefit from further modifications/interventions (in the classroom as well as through support staff) and individual students who need unique supports. A plan is also made for students who require further assessment to guide interventions, and or students who need more in depth meetings to address needs.

Members: Grade level teams and support service providers. RTI coordinator, school psychologist, and principal may be involved as well.

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Problem Solving Meetings

Purpose: Meet as needed (based on teacher referral including data meeting discussions) for individual students with more complex learning, physical, developmental, social, emotional and/or behavioral needs.

Agenda: A problems solving agenda is followed in which prioritized problems for an individual student are identified and addressed. A more comprehensive and specific intervention plan is developed for that student.

Members: Referring classroom teacher, support staff who work with the student, school psychologist, Rtl coordinator, social worker and or any other staff who may have a supportive or diagnostic role (ie., Speech Therapist, Occupational Therapist, etc...).

Multidisciplinary Team (MDT) Meetings

Purpose: To manage formal services provided to students through the Special Education Department. Students are referred to MDT when problems persist despite various attempts to intervene and the student is suspected of having an educational disability. MDT is also required when parents request CSE evaluations

Agenda: Student needs are discussed and appropriate services are provided in a least restrictive environment. Information collected at data meetings and problem solving meetings is extremely helpful for MDT meetings. Students may be referred for diagnostic evaluation including CSE evaluations at MDT.

Members: Principal, special education director, Rtl Coordinator, special education staff, reading staff, nurse, school psychologist, social worker and or any other staff who may have a supportive or diagnostic role (e.g. Speech Therapist, Occupational Therapist, etc...).

- f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
- a. The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations;
 - b. Strategies for increasing the student's rate of learning; and
 - c. The parents' right to request an evaluation for special education programs and/or services.

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Structure of the Homer Response to Intervention (Rtl) Program

The District's Rtl program consists of three tiers of instruction/assessment to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Student Support Teams will include members of Data Meeting Teams, Problem Solving Teams, Multidisciplinary Teams, and other individuals deemed appropriate by the District. These members will be available for each building/grade level classification to address the implementation of the District's Rtl process.

The Student Support Team's responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the Rtl model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining only if necessary whether to make a referral for special education programs and/or services.

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**Homer Central School District
Three Tier Model of Instruction**

Tier 1 – All Students	
Focus	<i>For all students</i>
Program	Scientifically based, differentiated core instruction
Grouping	Multiple grouping formats to meet student needs
Time	Standard 90 minutes or more in literacy. Minimum of 40-60 minutes in math.
Assessment	Benchmark assessments (universal screenings) at the beginning, middle, and end of the academic year. Formative assessments to guide instruction and monitor progress. Assessments are used to prioritize students for intervention immediately following each benchmark.
Interventionist	General Education Teacher. Teacher Assistants may be used for differentiation strategies.
Setting	General Education Classroom
Parent Communication	General information about the RtI process is provided to all parents. Parents receive information about benchmark assessment during parent teacher conferences (if applicable) and report cards.
Transition / Decision Points (As decided by Student Support Teams)	Consider using differentiation strategies for students who have not met criteria for meeting success based on district wide assessment or those who have mastered content of core instruction.
	Maintain differentiation strategies for students not in Tier 2 or 3 who still require them.
	Consider for Tier 2 if the student is not meeting criteria based on benchmark expectations.

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Tier 2 - Supplemental Instruction (10th-25th Percentile*)	
Focus	<i>For students identified with marked difficulties</i>
Program	Programs, differentiation strategies, and procedures designed to supplement, enhance, and support Tier 1.
Grouping	Homogeneous small group instruction (4-7 students)
Time	Minimum of 30 minutes per day, minimum 3 times per week in small group in addition to core instruction.
Assessment	Progress monitoring on a weekly or biweekly basis based on target skill(s) to ensure adequate progress and learning.
Interventionist	Personnel determined by the school (highly qualified) however that may include teacher assistants (supervised) and evidence-based technological interventions.
Setting	Appropriate setting designated by the school. Could be inside or outside of the general classroom.
Parent Communication	Parents of students receiving tiered interventions are informed in writing of the interventions being attempted, other assessments being used, and to know that they have the right to have their child referred for CSE evaluation if an educational disability is suspected prior to the change of the student(s) programming. Progress monitoring data shared with the 10 week student report cards.
Transition / Decision Points (As decided by Student Support Teams)	Consider reducing interventions or strategies to Tier 1 if student has achieved benchmark target goals.
	Maintain interventions or strategies if student can maintain an appropriate rate of progress with continued Tier 2 supports.
	Consider for Tier 3 if student meets criteria for Tier 3 based on benchmark assessments and or appropriately set goals (progress slope is discrepant from goal progress).

Percentiles based on norms established by AIMSweb and STAR screening assessments

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Tier 3 (10th Percentile* or Lower)	
Focus	<i>For students identified with marked difficulties.</i>
Program	Sustained, intensive evidence based interventions.
Grouping	Homogeneous small group instruction (1-3 students) in elementary, middle/high based upon adult: student ratio.
Time	Minimum of 30 minute sessions per day, 5 days per week in small group or individually in addition to core instruction.
Assessment	Progress monitoring weekly on target skill(s) to ensure adequate progress and learning. Additional assessments may be conducted to understand the nature of student difficulties.
Interventionist	Personnel determined by the school (highly qualified) however that may include teacher assistants (supervised) and evidence-based technological interventions.
Setting	Appropriate setting designated by the school. May be inside or outside of the classroom.
Parent Communication	Parents are informed any time a student changes tiered levels of instruction. Updates of progress monitoring and goal progress are provided every 10 weeks with the student report cards. If a formal evaluation is recommended, parent consent must be obtained in writing.
Transition / Decision Points (As decided by Student Support Teams)	Consider reducing interventions or strategies to Tier 2 if student has achieved target goals.
	Maintain interventions or strategies if student can maintain an appropriate rate of progress with continued Tier 3 supports.
	Consider for increased Tier 3 intervention/strategy intensity or frequency or formal special education evaluation if student meets criteria for Tier 3 based on benchmark assessments and or appropriately set goals (progress slope is discrepant from goal progress).

Percentiles based on norms established by AIMSweb and STAR screening assessments

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Criteria for Determining the Levels of Intervention to be Provided to Students

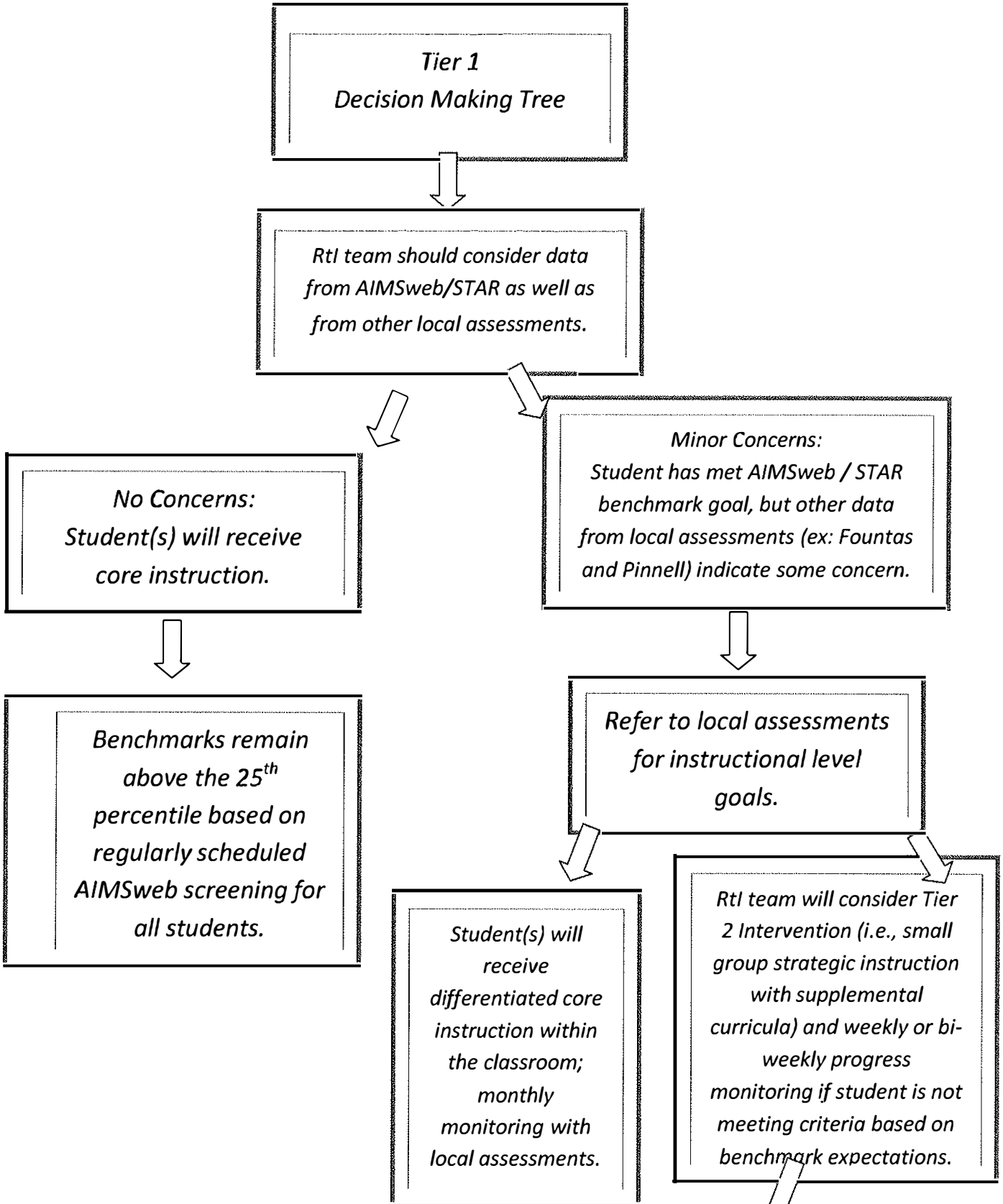
Tiered, Targeted Assessment	
Component	District Decision
What percent of students will receive Tier 2 and Tier 3 interventions	<ul style="list-style-type: none"> • K-4 (AIMSweb): • Tier 2 – 10th – 25th Percentile* • Tier 3 – 10th Percentile or Below*
	<ul style="list-style-type: none"> • 5-6 (STAR): • Tier 2 – 10th – 25th Percentile* • Tier 3 – 10th Percentile or Below*
Criteria for how students will be prioritized for Tier 2 and Tier 3 interventions	<ul style="list-style-type: none"> • K-4 (AIMSweb): • Tier 2 – 10th – 25th Percentile* • Tier 3 – 10th Percentile or Below*
	<ul style="list-style-type: none"> • 5-6 (STAR): • Tier 2 – 10th – 25th Percentile* • Tier 3 – 10th Percentile or Below*
Formative assessments will include but are not limited to the following. Assessments may be local assessments, universal screening measures and or diagnostic measures that will be used to identify instructional needs (guide targeted instruction) at each tier.	<ul style="list-style-type: none"> • AIMSweb • STAR • Running Records • Comprehensive Test of Phonological Processing (CTOPP) • Survey Level Assessment / Curriculum Based Measure Test of Early Literacy (CBM-TEL) • Wechsler Individual Achievement Test (WIAT) • Woodcock Johnson III (Tests of Achievement) • Test of Information Processing (TIPS) • Speech / Language assessments • Behavior Observations / ratings / checklists

*Approximate

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Tier 2 & 3

Decision Making Tree

Tier 2: Student scores between the 10th and 25th percentile on the benchmark assessment.

Tier 3: Student scores in the 10th percentile and below on the benchmark assessment.

Rtl team should consider data from AIMSweb/STAR as well as from other local assessments.

Student is making progress (closing the gap), but below target. Progress monitor student(s) on a weekly or bi-weekly basis.

Student is performing below expected rate of improvement as determined by progress slope being discrepant from goal progress.

Continue with current intervention(s) and monitor using benchmarks, progress monitoring, and other data.

Student is making progress (closing the gap). Continue with current intervention; monitor weekly or bi-weekly.

Intervention unsuccessful (progress slope is discrepant from goal progress); change intervention or increase intensity.

Student reaches target (as determined by progress slope for goal progress) AND local assessment indicates no concern; move to Tier 2. Continue to monitor monthly.

Successful

Unsuccessful

Student reaches target; consider Tier 1 or 2 interventions.

Consider:
-Referral to Problem Solving Team (investigate other factors)
-Diagnostic testing (ex: processing, etc.)
-Changing Intervention and/or intensity.
-After 2 unsuccessful interventions (3 at lower grades, Tier 3 interventions should be considered).
-CSE referral

Exit conference between interventionist and classroom teacher to facilitate smooth transition and to share information.

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Types of Interventions

The Homer Central School District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that the use of the Tier Level of Instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

Tier One instruction is provided to all students in the general education setting. This is meant to maximize the learning for all students using a strong, scientifically-based core instruction to insure that students meet age or grade level standards. This instruction will be provided by general education teachers and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional differentiation strategies in the classroom setting. This instruction may take place in whole group, small group, or individualized capacities as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be obtained through the use of AIMSweb (K-4) and STAR (5-6) assessment probes during the fall, winter, and spring universal screening benchmarks. Upon the evaluation of data as well as the review of other local assessments decisions can be made as to each individual student's tiered instructional/intervention status. If it is determined that the student is not meeting appropriate benchmark goals and is performing below classroom grade level expectations, the student may be considered for Tier Two instructional/intervention services.

Tier Two Instruction

Tier Two instruction is meant to address academic concerns and systematically apply research-based, small group (5-7 students) instruction to enable the student performance to reach or exceed grade or age level standards. These students are those who have been identified as "at-risk" through universal screening and who have failed to make adequate progress with differentiation in the general education classroom. This instruction will be provided for at least 30 minutes per day, 2-3 times per week as a supplement to, not in place of, the general education classroom instruction.

Tier Two instruction will be provided by personnel determined by the school (highly qualified). This may include teacher assistants (supervised) and evidence-based technological interventions (supervised).

Students will be progress monitored weekly or bi-weekly using AIMSweb (K-4) and STAR (5-6) assessment probes for a minimum of six to eight weeks. Every 6-8 weeks, the appropriate Student Support Team will review the student's data and make a determination as to whether Tier Two interventions should be maintained; the student returned to the general education classroom if satisfactory progress is shown; or referred for Tier Three instruction.

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Students who can maintain an appropriate rate of progress with Tier Two support should remain in Tier Two instruction. Consider for Tier 3 if student meets criteria for Tier 3 based on benchmark assessments and or appropriately set goals (progress slope is discrepant from goal progress).

Tier Three Instruction

Tier Three intervention is meant to provide intensive, individualized and/or small group (1-5 students), research-based instruction/intervention targeted to eliminate discrepancies in student performance in relation to grade or age level expectations. Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student, and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier One and Two levels. Tier Three instructions should occur for a minimum of 30 minutes, on a daily basis as a supplement to, not in place of, the general education classroom instruction.

Tier Three instruction will be provided by those specialists, as determined by the Student Support Team, best qualified to address the individual student's targeted area(s) of need. Personnel determined by the school (highly qualified), however that may include teacher assistants (supervised) and evidence-based technological interventions.

Progress monitoring in targeted areas related to individual student need(s) will take place on a weekly basis using AIMSweb (K-4) or STAR (5-6) assessment probes. At the conclusion of the Tier Three instructional period (6-8 weeks), the appropriate Student Support Team will review the student's progress and make a determination as to whether Tier Three interventions should be maintained; the student returned to Tier Two if satisfactory progress is shown; the student's interventions should increase in frequency or intensity; or be referred for a formal special education referral.

Students who meet or exceed the age or grade level goals set for them should be considered for Tier One or Tier Two instruction. Students who can maintain an appropriate rate of progress with Tier Three support should remain in Tier Three instruction. Consider for increased Tier 3 intervention/strategy intensity or frequency or formal special education evaluation if student meets criteria for Tier 3 based on benchmark assessments and or appropriately set goals (progress slope is discrepant from goal progress).

Amount and Nature of Student Performance Data to be Collected

The Student Support Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. Such data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's RtI program and make modifications to the program as deemed necessary.

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Manner and Frequency of Progress Monitoring

The Student Support Team shall monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the students' teacher(s) and will determine if further adjustments need to be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress (Tier 3 – Weekly, Tier 2 Weekly or Bi-Weekly) shall be an ongoing part of the RtI program from the initial screening to completion of the RtI process, as applicable. Parents may also request that the progress of their child be reviewed by the Student Support Team.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the RtI process being implemented) will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period/intervention process.

Staff Development

All staff members involved in the development, provision and/or assessment of the District's RtI program, including both general education and special education instructional personnel, shall receive appropriate training necessary to implement the District's RtI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

Parent Notification

Written notification shall be provided to parents when their child requires an intervention beyond that provided to all students in the general education classroom. Such written notice shall include the following information:

- a) The amount and nature of student performance data that will be collected and the general education services that will be provided as a part of the RtI process;
- b) Strategies for increasing the child's rate of learning; and
- c) The parents' right to request an evaluation for special education programs and/or services.

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311

Education Law Sections 3208, 4002, 4401, 4401-a, 4402, and 4410

8New York Code of Rules and Regulations (NYCRR) Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

Adoption Date: June 26, 2012