



CROTON-HARMON SCHOOL DISTRICT

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Response to Intervention Plan

BOARD APPROVED: DECEMBER 4, 2014

Response to Intervention Plan

Croton-Harmon School District

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The Response to Intervention (Rtl) Team at Croton-Harmon Union Free School District (CHUSFD) is charged with the following responsibilities relative to Rtl:

- **Facilitator:** runs the meeting, keeps the committee on task and checks in with the referring teacher to make sure that he or she agrees with the interventions being proposed. This role will be non-rotational.
- **Recorder:** takes notes on the meeting proceedings with detail using the initial, follow up or discontinuation template. The Recorder distributes the minutes to all members of the committee and the referring teacher or service provider.

- ***Time Keeper:*** follows the meeting format and pays close attention to the specified time allotment for each step. The time keeper uses a stop watch to time the process.
- ***Case Manager:*** assists the referring teacher in collecting information about the student prior to the meeting and also supports the teacher in starting the intervention plan. The case manager should check-in with the classroom teacher prior to the initial meeting.
- ***Coordinator:*** takes care of logistical issues, such as scheduling the meetings, creating an agenda for RTI Members, maintaining a meeting calendar and when possible arranging substitute teacher coverage for those attending an RTI Meeting.

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SECTION 1: INTRODUCTION

Response to Intervention (Rtl) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of Rtl in the Croton-Harmon Union Free School District is to ensure that appropriate instruction is delivered to all students in need on a timely basis by providing each student identified by the Rtl Team with research-based interventions that measure academic, speech and language, gross or fine motor, and/or behavioral progress overtime.

Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With Rtl, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Rtl can also be used to identify students with learning disabilities.

Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an Rtl policy and procedures for students in grades K - 4 in the area of literacy. These amendments established a policy framework for Rtl in regulations relating to school-wide screenings, minimum components of Rtl programs, parent notification, and the use of Rtl to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using an Rtl process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for Rtl:

1. Defines Rtl to minimally include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means 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.

- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates and/or to identify those students who are experiencing behavioral difficulties.
 - Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
 - Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
 - The application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services.
 - Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.
2. Requires each school district to establish a plan and policies for implementing school-wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must select and define the specific structure and components of its RtI program, including, but not limited to the:
- criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an Rtl program to take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of Rtl in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an Rtl program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

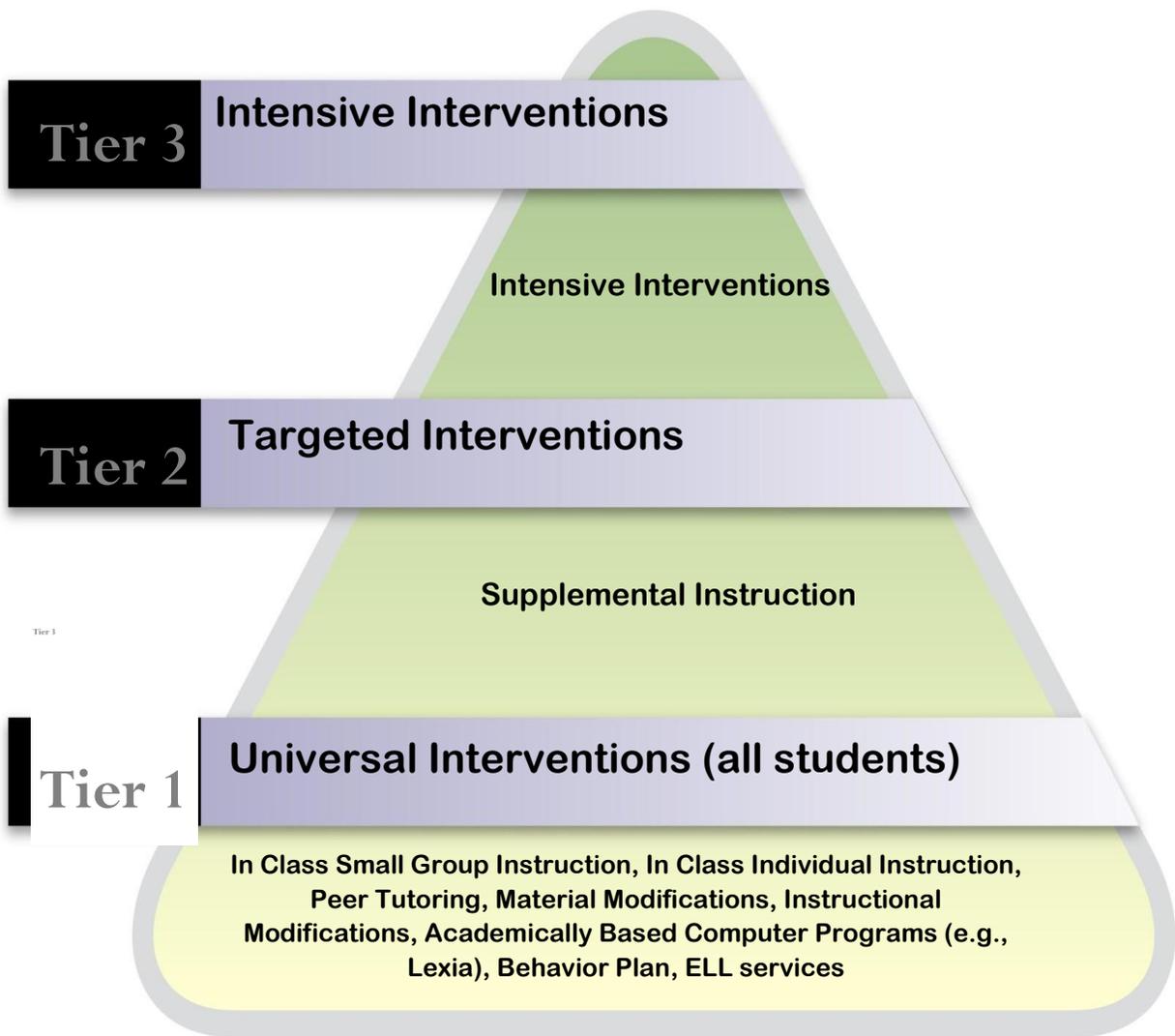
In addition to the above Rtl requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the 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 the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An Rtl process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

SECTION 2: RESPONSE TO INTERVENTION AS A MULTI-TIERED PREVENTION FRAMEWORK

Rtl serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the CHUFSD, a Three-tiered model is used. The graphic presented below provides a visual illustration of the district's Rtl model. Further information for each tier follows the graphic.



Tier One

Tier One is considered the primary level of intervention at CHUFSD and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at CHUFSD in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One Academic Services
<p>These interventions are provided by the general education classroom teacher or an ESL teacher within the classroom for all academic areas and are centered on core instruction. Related service providers such as speech and language therapists, occupational therapists, etc. may offer suggestions for Tier 1 interventions based upon area of need. All of the following, are examples of interventions that are offered within the classroom for all academic areas:</p> <ul style="list-style-type: none"> • Small Group Instruction • Individual Instruction • Peer Tutoring • Material Modifications • Instructional Modifications • Academic Computer Programs • ELL Services

Tier Two

Within the CHUFSD, Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student.

Tier Two Academic Services
<p>All of the following interventions are offered outside the classroom for specified academic areas:</p> <ul style="list-style-type: none"> • AIS Reading • AIS Math • AIS Writing <p><i>These interventions may be implemented in conjunction with tier one interventions.</i></p>

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier 3 at CHUFSD:

Tier Three Academic Services/Related Services
<p>All of the following interventions are offered outside of the general education:</p> <ul style="list-style-type: none">• AIS Reading• AIS Writing• AIS Math• Discretionary speech language, occupational therapy, counseling services <p><i>Academic Intervention Service (AIS), is offered at this tier at a higher frequency and lower student to teacher ratio.</i></p>

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

An Rtl framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an Rtl process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable 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, further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures used at CHUFSD.

Screening Tool(s):	Teacher's College (TC) Reading Assessment, STAR Reading Assessment and STAR Math Assessment, and STAR Early Literacy Assessment
Frequency of Administration:	Fall, Winter, and Spring Benchmarks
Grades Screened:	K-8
Screening Administrator(s):	Classroom Teachers, Special Education Teachers
Location:	Classroom or computer lab

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall (Sept/Oct)	Winter (Dec/Jan)	Spring (April)
Kindergarten	TC Leveled Assessment and Early Literacy Star Assessment	TC Leveled Assessment and Early Literacy Star Assessment	TC Leveled Assessment and Early Literacy Star Assessments
First Grade	TC Leveled Assessment and Early Literacy Star Assessment	TC Leveled Assessment and Early Literacy Star Assessment	TC Leveled Assessment and Early Literacy Star Assessments
Second thru Fourth Grade	TC Leveled Assessment and Reading Star Assessment Star Math Assessment	TC Leveled Assessment and Reading Star Assessment Star Math Assessment	TC Leveled Assessment and Star Assessments
Fifth thru Eighth Grade	Star Reading Assessment and Star Math Assessment	Star Reading Assessment and Star Math Assessment	Star Assessments

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 can (1) determine a student’s rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student’s movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The CHUFSD uses STAR and classroom tests to determine a student’s movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures using STAR Early Literacy, STAR Reading and/or STAR Math within Tiers 1, 2, and 3 at CHUFSD.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	3 times yearly	5 times yearly	As determined by Tier 3 interventionist
Administrator(s):	Classroom Teacher and/or AIS Instructor	Classroom Teacher and/or AIS Instructor	Classroom Teacher and/or AIS Instructor
Location:	Technology Lab	Technology Lab	Technology Lab

Considerations for Progress Monitoring for English Language Learners

The ESL teacher determines progress monitoring. STAR testing is administered 3 times per year to English Language Learners.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress.

Teacher's College Reading Diagnostic Assessment Matrix provides information regarding diagnostic measures used to gather additional instructional information about a student's performance in reading across grades K-8. (See Appendix A)

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which student may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial At Risk Status

To determine which students may be at-risk, the CHUFSD uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Students At-Risk	
Primary Data Source:	Teacher's College Reading Assessments, STAR Testing, and/or Qualitative Reading Inventory (QRI)
Secondary Data Source:	Student work samples, in class assessments, State Assessments, curriculum based measurement
Purpose:	Identify students at risk Identify the level of intervention a student requires Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Grade level general education teachers and Special Education Teachers
Frequency:	Teachers meet weekly to determine Tier 1 interventions for students at-risk, (Tier 1 grade level meetings)
Decision Options and Criteria:	Lack of progress in core instruction

Determining Student Response to Intervention

Another key decision made by the Rtl Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The CHUFSD makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the Rtl Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention			
Primary Data Source:	AIS progress monitoring, STAR progress monitoring, Intervention/data planning sheets, progress monitoring sheets		
Secondary Data Source:	Lexia reports, IXL reports, Razz Kids reports, Achieve 3000 reports, Qualitative Reading Inventory, Scholastic Reading Inventory		
Purpose:	<p>Determine student's response to the intervention</p> <p>Determine if the student is making progress towards grade level benchmarks</p> <p>Determine the need for a lesser or more intensive intervention</p>		
Who's Involved:	Data Analysis team		
Frequency per Tier:	Tier 1	Tier 2	Tier 3
	Daily/weekly	5 times per year	5 times per year
Decision Options and Criteria:	Lack of response to Tier 1 interventional and review of criteria by the data analysis team		

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely 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 under the classification of Learning Disability (LD), the Committee on Special Education on Special Education (CSE) must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. The district uses an SED approved form that is for LD documentation purposes. (See Appendix C)

SECTION 5:

PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with...” the specific structure and components of the Rtl process selected by the school district.

The CHUFSD provides professional development to its staff to provide them with the training to implement strategies and interpret data in order to create successful interventions for students.

SECTION 6:

PARENT NOTIFICATION

In the Croton-Harmon Union Free School District parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents in a letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student’s rate of learning
- Their right to request an evaluation for special education programs and/or services

Considerations for Parents Whose Native Language is Not English: A letter will be sent home in the students native language and/or an interpreter will provide the parents with an overview of the services their child will be receiving as part of the Rtl process.

[8NYCRRsection 100.2(ii)(3)]

SECTION 7:

References

New York State RtI Technical Assistance Center – <http://www.nysrti.org/>

Regulations of the Commissioner of Education Part 100 & Part 200 August 2014

SECTION 8:

Appendix (See Attached)

