LaFayette Central School District

Multi-Tiered System of Support

Academic Response to Instruction and Intervention Manual

2022-2023

Table of Contents

Acknowledgements	Page 3
Mission and Vision Statements	Page 4
What is RtI	Page 5
RtI Requirements	Page 6
Screenings Applied to All Students in the Class	Page 7
2019-2020 Screening Dates	Page 8
Universal Screening Procedures	Page 9
Placement in Interventions	Page 10
Intervention Criteria	Page 10
Exit Criteria	Page 10
Record Maintenance	Page 10
Instruction Matched to Student Need	Page 11
Description of Tiers of Service	Pages 11-13
Description of Teams	Page 14
Progress Monitoring	Pages 15
Application of Student Info to Make Educational Decisions	Page 16
Considerations for LEP and ELL	Page 17
Notification to Parents	Page 18
School District Selection of RtI Program	Page 19
Ensuring Staff Knowledge and Skills to Implement RtI Programs	Page 20
Roles and Responsibilities of Staff by Building	Pages 21-22
Use of RtI in the Determination of a Learning Disability	Page 23
Glossary of Terms	Pages 24-25
Attachments	Pages 26-38

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Mission Statement

LaFayette Central School District's Response to Intervention District Design Team's mission is to develop and implement a multi-tiered model of instruction/interventions to support all students district-wide.

Vision Statement

LaFayette Central School District's Response to Intervention District Design Team's vision is to equip the school community with the means to maximize the potential of every student.

What is Response to Intervention?

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006).

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 (NYSED, 2010)

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed (NYSED, 2010).

Summary of RTI Requirements

Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall 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 [8 NYCRR §100.2(ii)(1)(i)] .

Appropriate instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

Quality indicators for appropriate instruction:

- Research/evidence-based instruction that has shown to be effective is provided to all students.
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills), and reading comprehension strategies.
- Scientific research-based math instruction includes instruction in problem solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability.
- Curriculum is aligned to the State learning standards and grade level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure fidelity of implementation.
- Instructional strategies/programs are implemented with fidelity.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

Screenings Applied to All Students in the Class

A school district's process to determine if a student responds to scientific, research-based instruction shall include **screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates [8NYCRR §100.2(ii)(1)(ii)].

Screenings of all students should be conducted at least three times per academic year (fall, winter, spring) to help ensure the early identification of students *potentially* at risk and the areas in which they may experience difficulty.

Parents of all students should be notified of school-wide screening results.

Quality indicators for school-wide screening:

- School-wide screenings occur at least three times during the course of an academic year (fall, winter, spring).
- Screening instrument items are aligned with the curriculum based on the NYS learning standards.
- Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.
- Professional development is provided to ensure fidelity of implementation, scoring, and interpretation of results.
- Screening is administered school-wide or at least to 95 percent of all students.
- Cut scores are established that identify students who are performing at benchmark, at-risk, and seriously at-risk levels.
- Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.
- Screening results are used to determine effectiveness of core curriculum and instruction.

Universal screening dates for the 2022-2023 school year

<table>
<tr><td colspan="2">C. Grant Grimshaw Elementary School</td></tr>
<tr><td>K: Early Lit - Sept/Jan/June
1: Early Lit - Sept/Jan, STAR Rdg - Jan/June, STAR Math - Sept/Jan/June
2-6: STAR Rdg & Math - Sept/Jan/June</td><td>STAR BENCHMARKING: Sept 12 - Sept 30, 2022
STAR BENCHMARKING: Jan 2 - Jan 20, 2023
STAR BENCHMARKING: May 22 - June 9, 2023</td></tr>
<tr><td colspan="2">Onondaga Nation School</td></tr>
<tr><td>K: Early Lit - Sept/Jan/June
1: Early Lit - Sept/Jan., STAR Rdg - Jan/June, STAR Math - Sept/Jan/June
2-8: STAR Rdg & Math - Sept/Jan/June</td><td>STAR BENCHMARKING: Sept 12 - Sept 30, 2022
STAR BENCHMARKING: Jan 2 - Jan 20, 2023
STAR BENCHMARKING: May 22 - June 9, 2023</td></tr>
<tr><td>Jr Sr High School</td><td>Big Picture School</td></tr>
<tr><td>STAR Reading and Math (7-12)
STAR BENCHMARKING: Sept 12 - Sept 30, 2022
STAR BENCHMARKING: Jan 2 - Jan 20, 2023
STAR BENCHMARKING: May 22 - June 9, 2023</td><td>STAR Reading and Math (9-12)
STAR BENCHMARKING: Sept 12 - Sept 30, 2022
STAR BENCHMARKING: Jan 2 - Jan 20, 2023
STAR BENCHMARKING: May 22 - June 9, 2023</td></tr>
</table>

******* All students who miss the initial screening each time must be given a makeup within the administration window.**

Universal Screening Procedures

- If a student is absent when a universal screening is administered, it is the responsibility of a member of the screening team that the student completes the screening within the set timeframe for that screening window.
- When a new student enrolls in a building it is the responsibility of the classroom teacher to set up screening for that student.
- When administering universal screeners, students will NOT be provided test accommodations. This is to ensure that an accurate baseline measure is obtained.
- When students take the STAR Math assessment they should be given scrap paper.
- Screenings ***must*** be completed by a Screen Team
    - Screen Teams for K-6 ELA and Math may consist of:
        - RtI Providers
        - Classroom Teachers
        - School Psychologists
        - Other Professionals as needed
    - Screen Teams for 7-12 ELA and Math may consist of
        - All Staff
        - RtI Providers
        - Advisors

Placement in Intervention Services

In all buildings, students are primarily placed by a direct route to service based upon their performance on the universal screening measures.This applies to both Math and ELA intervention services.

The direct route to service is the following:

- Students to be placed in Tier 2
    - Scored in the bottom half of the 11th and 25th percentile on the universal screening: Direct Support
    - Scored in the upper half of the 11th and 25th percentile on the universal screening: Monitor
    - And/or Scored in bottom half of Level 2 on NYS 3-8 Assessment (scaled score): Direct Support (When the data becomes available for the 2021- 2022 school year.)
    - And/or Scored in upper half of Level 2 on NYS 3-8 Assessment (scaled score): Monitor (When the data becomes available for the 2021- 2022 school year.)
    - Students to be placed in Tier 3
    - Scored between the 1st and 10th percentile on the universal screening: Direct support
    - And/or Scored Level 1 on NYS 3-8 Assessment (scaled score): Direct support (When the data becomes available for the 2021- 2022 school year.)
    - Students may also enter intervention services based upon the following:
- Records indicating services at previous school(s)
- Recommendation from the Pupil Study Team (PST)
    - Please note, recommendations will be based on documented interventions
- Consideration of Level Two criteria (See Attachment A)

Intervention Program Criteria

- Students will receive specialized instruction
    - Based on universal screening results
- Students will work towards an individualized goal
    - Created by the Intervention provider
- Students progress will be monitored based on progress monitoring protocol
    - Progress will be reported quarterly to the students' parents

Exit Criteria for Intervention Services

- Score above the 25th percentile on universal screening measure(s) and/or a Level 3 or 4 on the NYS 3-8 Assessments
- Consideration of Level Two criteria (See Attachment A)

Storage and Maintenance of Records

The following Response to Intervention Services records will be stored in the students' cumulative folders:

- Entrance Letter
    - Attachment B
- Referral to the Problem Solving Team
    - Attachments C and D
- Exit/Reduction Letter (if applicable)
    - Attachment E
- Trimester progress reports sent home to parents
    - Attachment F

*Records will be kept according to NYS Law.

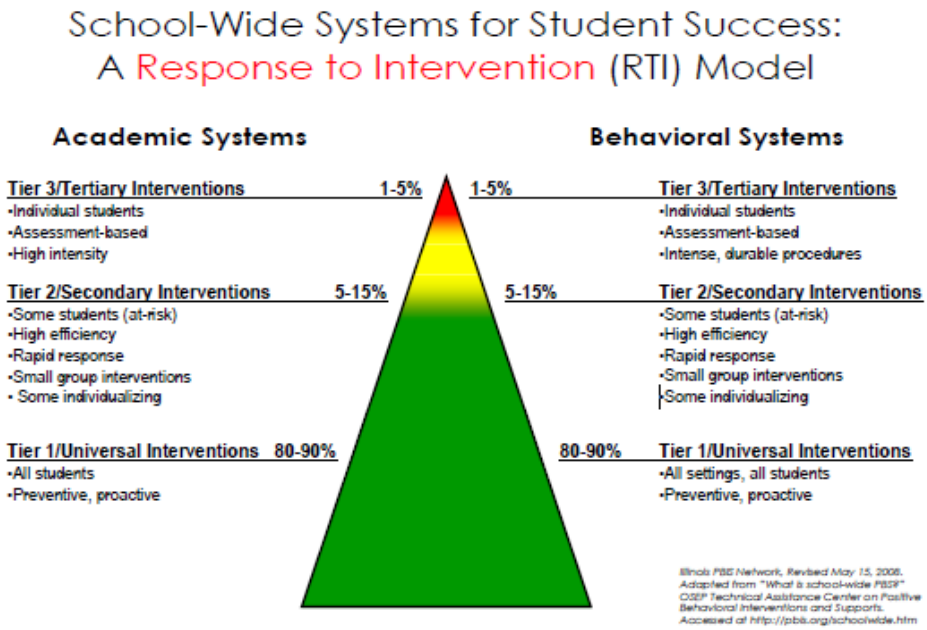
Instruction Matched to Student Need

A school district's process to determine if a student responds to scientific, research- based instruction shall include **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 [8NYCRR §100.2(ii)(1)(iii)].

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 include distinguishing 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.



Tier 1 (see Attachment G for intervention/programs for each tier)

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 support 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.

Tier 2

Tier 2 intervention is typically small group 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 15-30 minutes of supplemental interventions two 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.

The school determines the location of Tier 2 intervention. Students that are in the top 10 percent of Tier 2 may have the intervention in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using Curriculum-Based Measurement (CBM) that measures targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended (**fidelity checks**) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

The recommended length of time a student spends in the second tier of intervention will vary depending on factors such as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Tier 3

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 for at least 30 minutes at least three 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 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.

Quality indicators for multi-level system:

- Each tier provides increasing levels of intensity of services that match the increasing needs of students.
- Various factors distinguish each level or tier including duration and frequency of intervention, group size, and frequency of progress monitoring.
- Levels beyond Tier 1 represent supplemental intervention.instruction provided in addition to the core instructional program provided by qualified staff.
- Interventions/instruction provided at each tier have evidence of effectiveness for the student population used.
- Instruction matched to student need is based upon progress monitoring data and diagnostic data if deemed necessary.
- Procedures and decision-making rules for determining student's movement from tier to tier are established and based on progress monitoring data.
- Treatment fidelity procedures are designed and implemented to help monitor accuracy of interventions and assessment procedures.
- Periodic checks are conducted to determine how closely the intervention or instruction was delivered in the way it was intended.
- Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase student's rate of learning and right to refer for special education.

Description of Different Teams:

Inquiry

- Purpose is to set a goal for the entire building using data from the universal screeners. This goal should be woven into everyday instruction and trends. This team also ensures students that are at-risk based on standard protocol are placed in intervention. The responsibilities of this team will be carried out by the School Comprehension Education Plan Team for each building as well as the District Comprehensive Improvement Plan Team.

Data

- Purpose is to discuss formative assessments, summative assessments, and progress monitoring data to inform instruction. This team also discusses the appropriate placement of students in interventions and collaborate to create effective Tier 1 and Tier 2 interventions within the classroom. The responsibilities of this team will be carried out by grade level and content area Professional Learning Communities (PLCs).

Problem Solving Team

- Purpose is to discuss individual students that have not responded to several targeted, intensive interventions. This team also discusses the development of additional interventions in the student's area of need. This is a set building-level team of invested members. This team ***must*** include, but is not limited to, the building principal, school psychologist, counselor, general education teacher(s), special education teacher(s), and RtI provider(s). Also, if applicable the Problem Solving Team must include Native American Student Liaison(s) , and related service provider(s).

Repeated Assessments of Student Achievement (Progress Monitoring)

A school district's process to determine if a student responds to scientific, research-based instruction shall include **repeated assessments of student achievement** which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards [8NYCRR §100.2(ii)(1)(iv)].

Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. *Progress monitoring* provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum (Mellard and Johnson, 2008).

Data from progress monitoring in Tier 1 inform decision-making about classroom instruction in two main ways:

- Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
- Analysis of average performance of all students combined and their rate of growth can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:

- Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and
- "Level of performance, or the student's relative standing on some dimension of achievement/performance, compared to expected performance (either criterion- or norm-referenced)." (NASDSE, May 2006)

Quality indicators for progress monitoring:

- Progress monitoring of student performance occurs across all tiers.
- Teachers follow a designated procedure and schedule for progress monitoring.
- Measures are appropriate to the curriculum, grade level, and tier level.
- Data from progress monitoring are documents and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.
- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.
- Graphs are used to display data for analysis and decision-making.
- Staff receive training in the administration and interpretation of progress monitoring measures and the implications for instruction.
- The district has designated reasonable cut points, and decision rules of the level, slope, or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.
- When monitoring the progress of LEP/ELL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions.

Application of Student Information to Make Educational Decisions

A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services, and the decision to make a referral for special education programs and/or services [8NYCRR §100.2(ii)(1)(v)].

Standard Protocol Model

A standard protocol model involves the provision of research-validated interventions for a specific amount of time, duration, and frequency with small groups of students having similar needs.

Problem-Solving Model

The problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables.

Conceptualize the problem (Is there a problem? What is it?)

Examine variables that may be influencing the problem (Why is it happening?)

Deliver targeted or individualized interventions (What shall we do about it?)

Evaluate the effectiveness of the intervention (Did the intervention work?)

Quality indicators for data-based decision making:

- Criteria are established to determine which students will be identified as "at risk" based upon screening.
- Progress monitoring tools are identified indicating what skills will be measured and what types of data will be collected.
- How long an intervention should be provided (number of data points needed) is determined before a decision is made about whether the student has or has not responded.
- Number of data points needed to determine responsiveness to instruction is selected.
- Frequency of data collection is determined for each tier.
- The minimum level of progress needed that would signify the student's responsiveness to intervention is determined.
- Criteria or decision rules that determine a student's movement between levels of intervention are determined.
- The district has established criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made.
- Determinations are made as to when and what specific data and information will be provided to the student's parents.

Considerations when Implementing RtI with Limited English Proficient/English Language Learners (LEP/ELL)

For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) (Esparza Brown and Doolittle: NCCREST, 2008).

Quality indicators for implementing RtI with LEP/ELL students

- Personnel with bilingual and eSL certification (teachers, related service providers, school psychologists, and administrators) are members of a district's RtI design team and instructional support teams.
- ESL is an integral part of core instruction for all LEP/ELL students, not an "intensive intervention" or additional tier in the RtI process (Refer to Part 154 Regulations of the Commissioner of Education for required units of ESL and ELA instruction).
- In districts that have sufficient numbers of LEP/ELL students who speak the same language to require bilingual programs, bilingual instruction is an integral part of core instruction (Tier 1) for those LEP/ELL students (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL, native language arts, and ELA instruction).
- ESL methodology is employed in all three tiers and native language instruction or support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties.
- Culturally responsive instruction is employed in all three tiers.
- Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.
- Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
- The performance of "true peers" (i.e. students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.
- Research on second language development and the student's history of first and second language development are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

Notification to Parents

A school district's process to determine if a student responds to scientific, research-based instruction shall include **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 pursuant to the structure and components of the RtI program selected by the school district;
- strategies for increasing the student's rate of learning; and
- the parents' right to request an evaluation for special education programs and/or services. [8NYCRR §100.2(ii)(1)(vi)]

Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in the classroom in an RtI process. The notification MUST include the following:

- how much and what kind of information (data) the school will collect to monitor the student's progress
- the nature of the intervention/instructional support the student receive; and
- of the parent's right to request an evaluation for special education services.

Quality indicators for parent notification:

- General information about the RtI process is provided to all parents.
- The notification to parents when a student needs supplemental intervention includes all required information and is provided in a language the parent understands.
- Parents of students receiving an intervention beyond that of the general education class are informed of the right to request an evaluation for special education services at any time.
- The nature and frequency of communication between parents and staff is clearly defined.
- The frequency of providing progress monitoring data to parents is adequate and appropriate to ensure they are regularly informed of their child's progress.

School District Selection of the Specific Structure and Components of an RtI Program

A **school district shall select and define the specific structure and components** of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected, and the manner and frequency for progress monitoring [8NYCRR §100.2(ii)(2)].

Ensuring Staff Knowledge and Skills Necessary to Implement RtI Programs

A school district shall take appropriate steps to **ensure that staff has the knowledge and skills necessary** to implement a response to intervention program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district. [8 NYCRR §100.2(ii)(3)]

Quality indicators to ensure fidelity of implementation:

- Professional development is provided by staff that are knowledgeable in the areas of early literacy, data-based decision making, and progress monitoring.
- Professional development is job embedded and ongoing and is part of the district's overall professional development plan.
- The district has identified strategies to evaluate the effectiveness of its RtI model and to make changes as necessary.
- Administrative staff serve as instructional leaders to provide appropriate supervision and monitoring of the implementation of the RtI program.
- Procedures are in place that assess how accurately intervention and assessment procedures are followed.

Staff Roles and Responsibilities by Building

	Grimshaw	ONS	Junior/Senior High	Big Picture
Administration of Universal Screeners	Screen Team	Screen Team	All Staff	Advisors
Screener Make Ups / New Students	RtI Providers	RtI Providers	RtI Providers	Advisors
Data Analysis	DCIP, SCEP, Instructional Coach, Classroom Teachers, RtI Providers, School Psychologist, PLCs	DCIP, SCEP, Instructional Coach, Classroom Teachers, RtI Providers, School Psychologist, PLCs	DCIP, SCEP, Classroom Teachers, RtI Providers, School Psychologist, PLCs	DCIP, SCEP, RtI Providers, School Psychologist, PLCs
Scheduling Intervention	RtI Providers & Principal	RtI Providers & Principal	RtI Providers & Guidance	RtI Providers & Principal
Entrance Letters & Conflicts	RtI Providers	RtI Providers	RtI Providers & Grade Level Counselor	RtI Providers & Grade Level Counselor
Exit/Reduction Letters	RtI Providers	RtI Providers	RtI Providers	RtI Providers
Tier 1 Instruction	All Teachers	All Teachers	All Teachers	Advisors
Tier 2 Without RtI	Classroom Teacher	Classroom Teacher	ELA/Math Teachers	Advisors
Tier 2 With RtI	RtI Providers	RtI Providers	RtI Providers	RtI Providers
Tier 3 Instruction	RtI Providers	RtI Providers	RtI Providers	RtI Providers
Progress Monitoring and Goal Setting	Classroom and Special Education Teachers and RtI Providers	Classroom and Special Education Teachers and RtI Providers	Classroom and Special Education Teachers and RtI Providers	Classroom and Special Education Teachers and RtI Providers
Tier 1 Progress Monitoring	Classroom and Special Education Teachers	Classroom and Special Education Teachers	Classroom and Special Education Teachers	Classroom and Special Education Teachers
Tier 2 Without RtI Progress Monitoring	Classroom Teacher	Classroom Teacher	ELA/Math Teachers	Advisors
Tier 2 & 3 With RtI Progress Monitoring	RtI Providers	RtI Providers	RtI Providers	RtI Providers

Inquiry Team	DCIP and SCEP	DCIP and SCEP	DCIP and SCEP	DCIP and SCEP
Data Team	PLCs	PLCs	PLCs	PLCs
Problem Solving Team (Minimum Membership)	Principal, School Psychologist, Classroom Teacher, RtI Providers, School Counselor, Related Service Providers	Principal, School Psychologist, Classroom Teacher, RtI Providers, School Counselor, Related Service Providers	Principal, School Psychologist, Referring Teacher, School Counselor	Principal, School Psychologist, Referring Teacher, School Counselor
Tier 2 Without RtI Trimester or MP 2, 4, and 6 Reports	RtI Providers with Input from Classroom Teacher(s)	RtI Providers with Input from Classroom Teacher(s)	RtI Providers with Input from Classroom Teacher(s)	RtI Providers with Input from Advisors
Tier 2 & 3 With RtI Trimester or MP 2, 4, and 6 Reports	RtI Providers	RtI Providers	RtI Providers	RtI Providers

Use of RtI in the Determination of a Learning Disability
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 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

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.

Glossary of Terms & Concepts

Benchmark: a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Core Reading Program: any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

Curriculum Based Measurement (CBM): an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data Team: a grade level, department level, and/or team-level group that provides collegial support for Tier 1 and Tier 2 interventions.

Data-Based Decision Making: the process of using student data to determine the efficacy of instruction and/or intervention.

Decision Rules: criteria for determining when students are not responding adequately to instruction and/or supplemental intervention.

Diagnostic Assessment: an assessment conducted at anytime during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction (Institute for the Development of Educational Achievement)

Differentiated Instruction: involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Fidelity of Implementation: refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

Formative Assessment: the assessment at regular intervals of a student's progress with accompanying feedback in order to help to improve the student's performance

Inquiry Team: a school based team which helps make the instructional cycle dynamic and student focused, with experts in accessing, understanding, and using data to facilitate changes in instructional practice to accelerate learning for underperforming students.

Progress Monitoring: an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Problem- Solving Process: a collaborative model implemented by school staff to systematically identify and analyze student skill deficits, set measurable goals, and develop and monitor interventions supported by research.

Problem Solving Team: the PST is responsible for creating intensive, customized intervention plans for struggling general-education students who have failed to respond to lesser levels of academic or behavioral support. The team is made up of a diverse group of school professionals that meet with referring classroom teachers to School Based Intervention them in identifying their central concerns about unsuccessful students and to design intervention plans to help those students to achieve success (InterventionCentral.org).

Rate of Progress: student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

Research-Based instruction: involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Standard Protocol: the provision of a research-validated intervention for a specific amount of time, duration, and frequency with small groups of students having similar needs.

Summative Assessment: a process that concerns final evaluation to ask if the project or program met its goals. Typically the summative evaluation concentrates on learner outcomes rather than only the program of instruction. It is a means to determine a student's mastery and understanding of information, skills, concepts, or processes.

Universal Screening: an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, spring).

Attachment A: Level One and Level Two Entrance and Exit Criteria

English Language Arts

Grade	First Level Screening	Second Level Screening (Minimum of Two)
K	STAR Early Literacy Score At or Below the 25th Percentile	1. EL Microphases: Phonological Awareness (BOY: ; MOY: ; EOY 2. EL Microphases: Letter Sounds 3. EL Letter Name 4. EL Decoding 5. EL Spelling 6. PAST 7. Attendance Records Part 154 performance standards for limited english proficient and english language learners
1	STAR Early Literacy/ Reading Score At or Below the 25th Percentile	1. EL Microphases: Phonological Awareness (BOY: ; 2. EL Microphases: Letter Sounds 3. EL Letter Name 4. EL Decoding 5. EL Spelling 6. PAST 7. EL Fluency (EOY) Attendance Records Part 154 performance standards for limited english proficient and english language learners
2	STAR Reading Score At or Below the 25th Percentile	1. EL Microphases: Phonological Awareness (BOY: ; 2. EL Microphases: Letter Sounds 3. EL Letter Name 4. EL Decoding 5. EL Spelling 6. PAST 7. LETRS Phonics and Word Reading Survey Running Records (optional) Attendance Records Part 154 performance standards for limited english proficient and english language learners
3	STAR Reading Score At or Below the 25th Percentile	Below Benchmark on any of items 1 through 5 1. EL Microphases: Phonological Awareness (BOY: ; 2. EL Microphases: Letter Sounds 3. EL Letter Name 4. EL Decoding 5. EL Spelling Basic/Advanced Spelling Screener PAST LETRS Phonics and Word Reading Survey Oral Reading Fluency (ORF) Running Records score below criterion score Attendance Records Part 154 performance standards for limited english proficient and english language learners
4-6	NYS ELA Assessment	STAR Reading Score At or Below the 25th Percentile

	Level 1 or 2	Unmastered Literacy Profile Components from Kindergarten through Third Grade Basic/Advanced Spelling Screener PAST Running Record (optional) LETRS Phonics and Word Reading Survey Approved Reading Assessments Attendance Records Part 154 performance standards for limited English proficient and English language learners
7-8	NYS ELA Assessment Level 1 or 2	At or Below the 25th percentile on STAR Reading Approved Reading Assessments Running Records score below criterion score Attendance Records Writing Rubrics below criterion score Performance in course (Application on assessments) Part 154 performance standards for limited English proficient and English language learners
9-12	Below passing score on ELA Regents or Local ELA Final Exam	At or Below the 25th percentile on STAR Reading Approved Reading Assessments Running Records score below criterion score Attendance Records Writing Rubrics below criterion score Performance in course (Application on assessments) Part 154 performance standards for limited English proficient and English language learners

Mathematics

Grade	First Level Screening	Second Level Screening (Minimum of Two)
K	STAR Early Literacy Profile	District Kindergarten Math Inventory (20 or less out of 50 points) Attendance Records Part 154 performance standards for limited english proficient and english language learners
1	STAR Math Score At or Below the 25th Percentile	Affirm Topic Quizzes Attendance Records Part 154 performance standards for limited english proficient and english language learners
2	STAR Math Score At or Below the 25th Percentile	Affirm Topic Quizzes Attendance Records Part 154 performance standards for limited english proficient and english language learners
3	STAR Math	Affirm Topic Quizzes

	Score At or Below the 25th Percentile	Attendance Records Part 154 performance standards for limited english proficient and english language learners
4-6	NYS Math Assessment Level 1 or 2	Affirm Topic Quizzes STAR Math at or below the 25th percentile Attendance Records Part 154 performance standards for limited English proficient and English language learners
7-8	NYS Math Assessment Level 1 or 2	Below the 25th percentile on STAR Math Attendance Records Performance in course (Application on assessments) Part 154 performance standards for limited English proficient and English language learners
9-12	Below passing score on Mathematics Regents or Local Math Final Exam	Below the 25th percentile on STAR Math Attendance Records Performance in course (Application on assessments) Part 154 performance standards for limited English proficient and English language learners

Attachment B - Entrance to Direct Service Letter

INSERT BUILDING LETTERHEAD HERE

Date

Dear Family,

The LaFayette School District is committed to providing high quality instruction to all of its students. Your child, _____, has qualified to receive extra support in (__) Reading and/or (__) Math this year. This service is being provided based on the results of an assessment administered to all students at your child's grade level, as well as performance on the NYS ELA/MATH exams if applicable.

Reading:
Your child will be seen for _____ minutes, _____ times a week in a group of _____. We will engage in a variety of activities designed to improve reading comprehension, decoding, fluency, phonics and phonemic awareness.

Math:
Your child will be seen for _____ minutes, _____ times a week in a group of _____. We will engage in a variety of activities designed to improve number sense, mental computation fluency, number comparison fluency, concepts and applications.

While enrolled in this academic intervention service, your child's progress will be monitored every _____ to ensure growth and development of the targeted skills. Your child will receive this service until the next review period. You will be provided with trimester or quarterly communication about your child's progress.

If you have questions or concerns about your child's progress or intervention, don't hesitate to contact _____ at _____ for reading services and/or _____ at _____ for math services .

If you feel that your child needs more intensive intervention services, you have the right to request an evaluation for special education programs and/or services, as per Education Law 8NYCRR §100.2(ii)(1)(vi).

We anticipate a productive and rewarding year with your child.
Sincerely,
Interventionist's Name/ Title/ Email Address

Attachment C

How to Initiate a Pupil Study Team (PST) Referral

1. Email School Psychologist the name of the student and what staff members should be included when referral is disseminated.
2. You will receive a folder via Google with the student's first initial and last name.
3. Inside this folder is the electronic version of the referral
4. Fill out the form in entirety. It is the responsibility of the referring teacher to ensure the form is complete.
5. Email School Psychologist when the referral form is completed.
6. The PST will review the referral.
7. Once the referral is completed, you will be sent a notification of a meeting time.

****Please note, even with a completed form you may be asked to implement and monitor additional Tier 1 interventions.**

Attachment D
LaFayette Central School District
Problem Solving Team Referral Form

*Please note, only forms that are filled out **completely** will be accepted for review. Parents **MUST** be contacted by the referring staff member within one week of filling out this form*

All information must be completed before the process may begin. Be as **specific** as possible.

Referring Teacher:

Student Information:
Name: Date of Birth:
Current Grade Level:
Parent/Guardian:
Address:
Phone Number:

Universal Screening Information:
ELA Lexile:_____
ELA Percentile Rank:_____
Math Percentile Rank:___

Parent Contact:
Please put an "x" in the method parent was contacted

Parent Name	Date Contacted	Email	Phone	In-Person

Please note parent concerns and comments:

Student's Strengths: (Note at least 2)

Reason for Referral:

Reason For Referral (Place and “x” where it applies)	Specific Deficit (Basic Reading, Attention,etc.)	Please Describe how this presents itself in the classroom
Academic	.	
Attendance		
Behavioral		
Medical/Physical		

Current Interventions and Supports

Please List ALL interventions attempted

Be sure to include progress monitoring data with referral. Referrals without progress monitoring data will be **returned** to the referring teacher.

Intervention (Read180, Peer Mentoring, etc.)	**Skills Targeted** (Reading Comp., attendance, Off-task) Reading Comprehension/Writing Skills	**Ratio** (2 students: 1 teacher)	**Frequency** (once a week for 30 mins)	**Start Date** (Friday, Sept. 29th 2017)	**Duration** (6 weeks)	**Progress Monitoring Measure & Frequency** (STAR RCBM, Bi-weekly, School Tool Attendance, Time on Task)	**Provider** (Classroom Teacher)

Attachment E
Exit/Reduction Letter

Date:

Dear Parents/Guardians

The LaFayette School District is focused on providing high quality instruction to all of its students. In an attempt to gather an understanding of our students' varying levels of ability, the district uses a variety of different tools and resources to make informed decisions regarding the proper educational programming for your child. This information comes in varying forms which include, but are not limited to:Literacy Profile, STAR Screening Measures, marking period grades, progress reports, NYS assessments, and teacher evaluations.

- ❏ EXIT: After reviewing this information, it has been determined that your child has made significant progress in the area of _____. Therefore, your child no longer qualifies for Academic Intervention Services and this class will be removed from his/her schedule at the beginning of the next marking period.

- ❏ Reduction: After reviewing this information, it has been determined that your child has made progress in the area of _____. Therefore, your student's frequency of Academic Intervention Services will decrease from once daily to every other day. This schedule change will take place at the beginning of the next marking period.

Through the implementation of these targeted interventions, it is the district's goal to increase the academic achievement of your child. While enrolled in the academic intervention program your child's progress will be monitored and recorded to ensure positive growth and development of the selected skills. It is important to note that although your student no longer qualifies for Academic Intervention Services, they will be monitored quarterly. If it is determined that your student requires additional support, they may be placed in this service at the beginning of the next quarter.

If you have any questions or concerns about this process, please feel free to contact _____.

Sincerely,

Attachment F
Student Progress Report

Student Name: _____ Grade: _____

Intervention Provider: _____ Date: _____

Current Individualized Goal (Include Skill(s) Targeted:

_____

_____

Progress Monitoring Data

Progress Monitoring Tool Used: _____

Date	Student Score

Universal Screening Data

Date	Student Score	Average Grade Level Range

Notes:

Attachment G

Interventions: Five Pillars of Reading

Phonemic Awareness	**Tier 1**	**Tier 2**	**Tier 3**
Grimshaw	*EL Education (K-6) *Heggerty (PK-2) *Fundations (PK)	*Heggerty (PreK, K, Primary) *Bridge the Gap (2+) *Kilpatrick's: Equipped for Reading Success *LIPS *Fundations *Road to the Code	*Heggerty (PreK, K, Primary) *Bridge the Gap (2+) *Kilpatrick's Equipped for Reading Success *LIPS *Fundations *Road to the Code
ONS	*EL Education (K-8) *Heggerty (PK-2) *Fundations (PK)	*Heggerty (PreK, K, Primary) *Bridge the Gap (2+) *Kilpatrick's Equipped for Reading Success *LIPS *Fundations *Road to the Code *Sounds in Motion	*Heggerty (PreK, K, Primary) *Bridge the Gap (2+) *Kilpatrick's Equipped for Reading Success *LIPS *Fundations *Road to the Code *Sounds in Motion
Jr/Sr High School	xxx		
Big Picture	xxx		
Phonics	**Tier 1**	**Tier 2**	**Tier 3**
Grimshaw	*EL Education (K-6) *Fundations (PK)	*Road to the Code *Road to Reading *LIPS *Fundations *Language! Live *SPELL-links (K-6)	*Road to the Code *Road to Reading *LIPS *Fundations *Language! Live *SPELL-links (K-6)
ONS	*EL Education (K-8) *Fundations (PK)	*Road to the Code *Road to Reading *LIPS *Fundations *Language! Live *SPELL-links (K-8)	*Road to the Code *Road to Reading *LIPS *Fundations *Language! Live *SPELL-links (K-8)
Jr/Sr High School	*EL Education (7-9) *EL Framework (10-12)	*Language! Live *Wilson Just Words *SPELL-links	*Language! Live *Wilson Just Words *SPELL-links
Big Picture	*EL Education (9) *Writing Framework (10-12)	*Language! Live *SPELL-links	*Language! Live *SPELL-links

Fluency	Tier 1	Tier 2	Tier 3
Grimshaw	*EL Education (K-6)	*Road to Reading	*Road to Reading
ONS	*EL Education (K-8)	*Road to Reading	*Road to Reading
Jr/Sr High School	*EL Education (7-9) *EL Framework (10-12)		
Big Picture	*EL Education (9) *Writing Framework (10-12)		
Vocabulary	**Tier 1**	**Tier 2**	**Tier 3**
Grimshaw	*EL Education (K-6) *Literacy Units (PK)	*LLI (3+) *Language! Live	*LLI (3+) *Language! Live
ONS	*EL Education (K-8) Literacy Units (PK)	*LLI (3+) *Language! Live	*LLI (3+) *Language! Live
Jr/Sr High School	*EL Education (7-9) EL Framework (10-12)	*LLI *Language! Live	*LLI *Language! Live
Big Picture	*EL Education (9) *Writing Framework (10-12)	*Language! Live	*Language! Live
Comprehension	**Tier 1**	**Tier 2**	**Tier 3**
Grimshaw	*EL Education (K-6) Literacy Units (PK)	*Read 180 *LLI (3+) *Language! Live	*Read 180 *LLI (3+) *Language! Live
ONS	*EL Education (K-8) *Literacy Units (PK)	*Read 180 *LLI (3+) *Language! Live	*Read 180 *LLI (3+) *Language! Live
Jr/Sr High School	*EL Education (7-9) *EL Framework (10-12)	*Read 180 *LLI *Language! Live	*Read 180 *LLI *Language! Live
Big Picture	*EL Education (9) *Writing Framework (10-12)	*Language! Live	*Language! Live