

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS INCLUSIVE OF ACADEMIC INTERVENTION SERVICES FOR THE 2016-2017 SCHOOL YEAR.

In accordance with Commissioner's Regulations, the Barker 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.

Minimum Requirements of District's RTI Program

The District's RTI process shall include 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 those students who are not making academic progress at expected rates. In grades K – 6, each student is screened three times per academic year. Grades for students in grades 7 – 12 shall be reviewed every 5 weeks.
- 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 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;
- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services
- 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:
 1. 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;
 2. Strategies for increasing the student's rate of learning; and
 3. The parents' right to request an evaluation for special education programs and/or services.

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Structure of Response to Intervention Program

The Barker Central School will follow a Tier 3 RTI model of instruction/assessments 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.

RTI Problem Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math coordinators, designated administrators, and other individuals deemed appropriate by the District, will be available for each building/grade level classification to address the implementation of the District's RTI process.

The Response to Intervention problem solving team (RTI Team), 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 RTI 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 whether to make a referral for special education programs and/or services.

Reading

Kindergarten – Teachers use a variety of curriculum based classroom assessments to determine the need for services. Based upon the rate of satisfactory progress exhibited in the classroom, the Kindergarten teacher recommends the level of service needed. Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the curriculum based assessments and teacher recommendation.

First Grade – First grade teachers use the results of a Running Record (e.g. DRA or Reading A-Z), along with the recommendation of the Kindergarten classroom teacher and the Kindergarten AIS reading provider to determine the need for services. Teacher recommendations are based upon the rate of satisfactory progress exhibited in the classrooms. Students scoring on the lower end of the Running Record (reading at a C or below) receive further assessment by the reading specialist. Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the results of the Running Record and recommendations. Progress is monitored regularly by the AIS provider and classroom teacher. If the student does not successfully respond to Tier 2 interventions, the student may be referred to the RTI problem solving team. The team will study the data and make recommendations that may include an increase in Tier 2 or assign Tier 3 interventions.

Second Grade – Second grade teachers use the results of a Running Record, along with the recommendation of the first grade classroom teacher, and the first grade AIS reading provider to determine the need for services. Teacher recommendations are based upon the rate of satisfactory progress exhibited in the classrooms. Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the results of the Running Record and recommendations. Progress is monitored regularly by the AIS provider and classroom teacher. If the student does not successfully respond to Tier 2 interventions, the student may be referred to the RTI problem solving team. The team will study the data and make recommendations that may include an increase in Tier 2 or assign Tier 3 interventions.

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Third Grade – Third grade teachers use the results of a Running Record, unassisted writing sample, along with the recommendation(s) of the second grade teacher, and the second grade AIS reading provider to determine the need for services. Teacher recommendations are based upon the rate of satisfactory progress exhibited in the classrooms. Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the results of the Running Record and recommendations. Progress is monitored regularly by the AIS provider and classroom teacher. If the student does not successfully respond to Tier 2 interventions, the student may be referred to the RTI problem solving team. The team will study the data and make recommendations that may include an increase in Tier 2 or assign Tier 3 interventions.

Fourth, Fifth, Sixth, Seventh and Eighth Grades – Teachers in grades four, five, six, seven and eight will use the results of the previous year's New York State Assessment in English Language Arts (ELA), a Running Record, unassisted writing sample, along with the recommendations of the previous year's teacher(s), and the previous year's AIS reading provider to determine the need for services. Teacher recommendations are based upon the rate of satisfactory progress exhibited in the classroom(s). Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the results of the ELA scores, Running Record and recommendations. Progress is monitored regularly by the AIS provider and classroom teacher. If the student does not successfully respond to Tier 2 interventions, the student may be referred to the RTI problem solving team. The team will study the data and make recommendations that may include an increase in Tier 2 or assign Tier 3 interventions.

Grade 9 -10 will use the results of the Grade 8 New York State assessments, Regents results and teacher recommendations to determine the level of intervention provided to students.

Mathematics

Kindergarten, First, Second, and Third Grades – Teachers in kindergarten, first, second and third grades use common core curriculum based quarterly assessments to determine the need for services. Based upon the rate of satisfactory progress exhibited in the classroom, the teacher, along with the previous AIS math service provider (when applicable) will recommend the level of service needed. Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the results of the curriculum based classroom testing and recommendations. Progress is monitored regularly by the AIS provider and classroom teacher. If the student does not successfully respond to Tier 2 interventions, the student may be referred to the RTI problem solving team. The team will study the data and make recommendations that may include an increase in Tier 2 or assign Tier 3 interventions.

Fourth, Fifth, Sixth, Seventh and Eighth Grades - Teachers in grades four, five, six, seven and eight will use the results of the previous year's New York State Assessment in Mathematics; common core curriculum based quarterly classroom assessments, along with the recommendations of the previous year's teacher(s), and the previous year's AIS math provider to determine the need for services. Teacher recommendations are based upon the rate of satisfactory progress exhibited in the classroom(s). Students in need of services will begin receiving Tier 1 and Tier 2 interventions based upon the results of the NYS Mathematic scores, curriculum based assessments, and recommendations. Progress is monitored regularly by the AIS provider and classroom teacher. If the student does not successfully respond to Tier 2 interventions, the student may be referred to the RTI problem solving team. The team will study the data and make recommendations that may include an increase in Tier 2 or assign Tier 3 interventions.

Grade 9 -10 will use the results of the Grade 8 New York State assessments, Regents results and teacher recommendations to determine the level of intervention provided to students.

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

Types of Interventions

The 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 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 1 Instruction

Tier 1 instruction is provided to all students in the general education setting. The use of scientific, research based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier 1 student performance data will be used to identify those students who need additional intervention at the Tier 2 Level of instruction.

Tier 2 Instruction

In general, Tier 2 instruction will consist of small group, targeted interventions for those students identified as being "at risk" who fail to make adequate progress in the general education classroom. Tier 2 instruction will include programs and intervention strategies designed to supplement Tier 1 interventions provided to all students in the general education setting.

Tier 2 instruction may be provided by specialized staff such as reading and math teachers, tutors, speech therapists, school psychologists and/or school counselors as determined by the Student Support Team.

At the conclusion of Tier 2 instruction, the Response to Intervention problem solving team (RTI Team) will review the student's progress and make a determination as to whether Tier 2 interventions should be maintained; the student returned to the general education classroom if satisfactory progress is shown; or referred for Tier 3 instruction.

Tier 3 Instruction

Tier 3 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

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progress after receiving interventions at the Tier 2 level. Tier 3 instruction may include longer periods of intervention program and services than those provided in the first 2 Tiers based upon the significant needs of the student.

Tier 3 instruction will be provided by those specialists, as determined by the Response to Intervention problem solving team (RTI Team), best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education.

Progress monitoring on a continuous basis is an integral part of Tier 3; and the student's response to the intervention process will determine the need/level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The Student Support Team Response to Intervention problem solving team (RTI 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 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.

Manner and Frequency for Progress Monitoring

The Response to Intervention problem solving team (RTI 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 student's 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 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 Response to Intervention problem solving team (RTI Team).

Fidelity measures 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.

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

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

8 New 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)

Addendum to the process to provide Academic Intervention Services during the 2016-17 school year:

For the 2016-17 school year, districts shall identify students to receive AIS through a twostep process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

Students who score below the median scale score as provided by New York State and listed below are identified as eligible for AIS during the 2016/17 school year. Districts must then apply local measures to determine which students shall receive AIS. These multiple measures may include, but are not limited to, the following:

- 1) developmental reading assessments for grades K-6;
- 2) New York State English as a Second Language Achievement Test (NYSESLAT);
- 3) benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
- 4) common formative assessments that provide information about students' skills;
- 5) unit and lesson assessments for ELA, mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8; and/or
- 6) results of psychoeducational evaluations based on a variety of assessments and inventories.

Grade 3 ELA, a scale score of 305

Grade 4 ELA, a scale score of 303

Grade 5 ELA, a scale score of 304

Grade 6 ELA, a scale score of 301

Grade 7 ELA, a scale score of 302

Grade 8 ELA, a scale score of 300

Grade 3 Math, a scale score of 299

Grade 4 Math, a scale score of 298

Grade 5 Math, a scale score of 306

Grade 6 Math, a scale score of 301

Grade 7 Math, a scale score of 307

Grade 8 Math, a scale score of 304