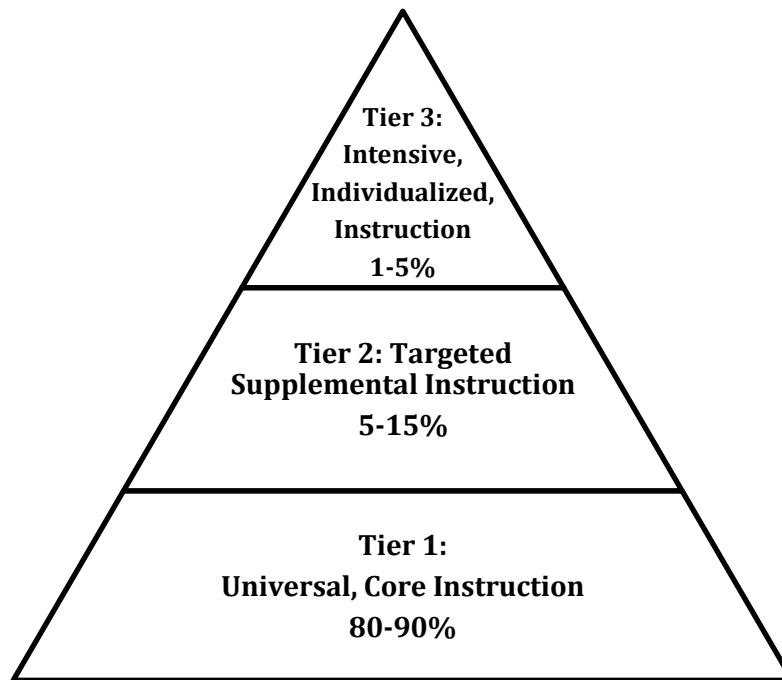


Lake Shore Central Schools
Evans-Brant Central School District
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Response to Intervention (RtI) Plan

High School



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NYS Education Department Requirements for RtI:

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

The Regents policy authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and **requires, effective July 1, 2012, that all school districts have an RtI 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 [and mathematics].** *“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)]

Parents have the right to request an evaluation from the school district to determine if their child has a disability and whether their child is eligible for special education and related services.

What is RtI? A PROCESS of implementing high quality scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. This involves:

- Using differentiated instructional strategies for all learners.
- Providing all learners with scientific research-based interventions.
- Continuously measuring student performance using scientifically research-based monitoring instruments for all learners.
- Making educational decisions based on a student's response to intervention.

RtI is a general education approach that aligns resources from general, remedial and special education through a multi-tiered service delivery model in order to provide scientific, research-based interventions to struggling students.

RtI encompasses all students. Students with IEP's should always be considered to be part of the three-tiered model. It is imperative to include special education staff in the problem-solving process in order to review student eligibility, individual goals and objectives, and modifications on the IEP. Please reference page 9 for a flowchart when a student with an IEP is identified as At-Risk on the District benchmark.

Grade Levels: 9-12

Cycle of Review: *The RtI committee will review and adjust the plan as needed.*

Goals of RtI in the Lake Shore Central School District:

- Modify instruction and implement scientifically based interventions/instructional supports based on student needs, with the ultimate goal being student success in the form of increased academic achievement and positive behavior as early as possible.
- Identify student needs early.
- Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress based on up-to-date data.

Three Essential Components of RtI:

1. Use a three-tier model of school supports.
2. Utilize a problem-solving method for decision-making designed to inform the development of interventions.
3. Have an integrated data collection system to inform decisions at each tier of service delivery.

Purposes of Data Collection/Assessment System in RtI:

- Inform instruction through data-based decision making.
- Provide early intervention.
- Monitor progress at the student, class, school, and district levels.
- Evaluate instructional programs/strategies.

District Universal Screenings:

Teachers and counselors at the High School level have access to a wealth of data that already exists to determine students who are not making academic progress at expected rates. This data usurps the need for Universal screening tools. This data includes:

- Attendance Monitoring: Identify students with excessive absences. Develop a plan with the student and the parent to improve the problem and track the student to the end of the year.
- NYS Grade 8 ELA & Math assessments
- NYS Regents Assessments
- Grade 8 STAR Screening Reading and Math

Grade Level & Progress Monitoring Measures:

These are some of the District level measures that may be used to identify current levels of achievement, individual student needs, and to monitor progress during intervention implementation.

- | | |
|---|--------------------------|
| ● NYS Regents Assessments | ● Behavioral Logs |
| ● Curriculum Based Measures | ● Disciplinary Referrals |
| ● Ongoing Formative Screenings and/or Assessments | ● Attendance Data |
| ● Classroom Observations | ● Report Card |
| ● Analysis of Student Work | ● IXL |

Academic Interventions

Academic intervention means more intensive, scientific, and research-based instruction targeted to meet individual student needs. Academic interventions are designed to help students achieve the NYS Learning Standards in English Language Arts, Mathematics and Social Studies in grades 9-12.

Parents may not refuse to have their children participate in academic interventions if they are offered within the regular school day. Parents should freely express their concerns about academic interventions. School staff should share evidence of the student's need for academic intervention services and work with parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school. According to the State Education Department, a student is required to participate in appropriate academic programs during the regular school day.

Response to Intervention (RtI) 3-Tier Instructional Model

RtI is implemented using three tiers of high quality research-based instruction and interventions. This three-tier model attempts to integrate both academic and behavioral components as part of a cohesive academic system of support for improving the performance of all learners and allowing students to make progress toward reaching grade level benchmarks.

The core program is most effective when it is implemented consistently, with fidelity to its design. Interventions are also most effective when implemented consistently, with fidelity.

Students are able to move in and out of the individual tiers based on how well they respond.

Parent Notification: Parents will be notified by the school when a student is recommended for an intervention beyond that which is provided to the general education classroom.

Tier 1: Universal, Core Instruction

Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.

- Explicit, research-based instruction
- Culturally responsive instruction
- Social Emotional Learning strategies & support
- Executive Functioning strategies & support
- Standards-aligned instruction
- Scaffolding
- Differentiated instruction
- Academic literacy
- Formative screenings and/or assessments
- Clear behavior expectations school-wide

Tier 1 continued:

- Progress monitoring as appropriate
- If there is a lack of acceptable progress with the above instruction in place, then Tier 2 services may be warranted based on data
- Evaluate instructional programs based on student data

Tier 2: Targeted, Supplemental Interventions

Tier 2 targets 5-15% of students who are at some risk of not achieving NYS Standards and require more specific academic and/or behavior instruction and support in addition to high quality instruction, in order to be successful. The targeted intervention for Tier 2 offers more focused and intense interventions and involves fewer students. Tier 2 instruction and interventions are provided to those students for whom data suggests additional support is warranted. These interventions may be short-term or they may continue for an entire school year.

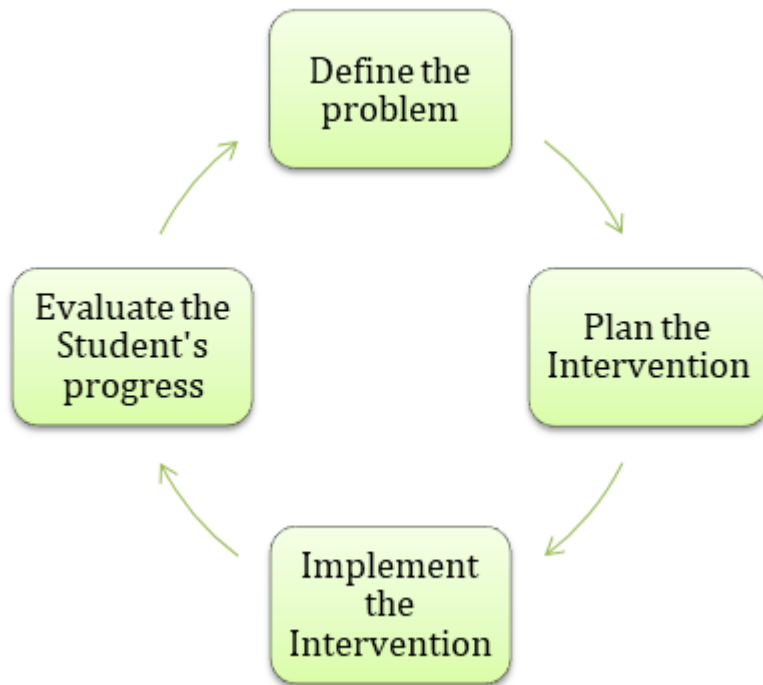
- Targeted, scientifically research-based interventions/instructional support as needed
- Regular progress monitoring
- Periodic evaluations of individual student data to determine effectiveness of instructional changes
- If sufficient, acceptable progress is made the student may be moved back to Tier 1
- If there is a lack of acceptable progress in the targeted area, then Tier 3 services may be warranted based on data.

Tier 3: Intensive Interventions

Tier 3 targets only 1-5% of students who are at high risk of not achieving NYS Standards and require intensive interventions to succeed. The intensive intervention consists of small group or individual instruction for students with severe difficulties and may include special education supports and community agency involvement. This intervention involves increased intensity for students who show minimal response to Tier 2 interventions.

- Individual or small group intervention
- More intensive instruction: increased time, reduced group size, more explicit and systematic instruction, increased feedback
- 1-5% of students
- High quality scientifically researched-based instruction
- Assessment-based decisions, including the incorporation of executive function skills
- Parent Notification provided through Power School scheduling changes
- Intervention provider will implement scientifically research-based interventions based on student data to target specific skills.
- Interventions will be provided by a specialist (to the extent practicable) in the targeted area
- Tier 3-intervention provider will progress monitor students in Tier 3 more frequently.
- If sufficient, acceptable progress is made, the student may be moved back to Tier 2 or 1.
- If there is a lack of sufficient, acceptable progress, then the SST team may recommend a referral to the Committee of Special Education.
- **A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan, additional Tier 3 cycle).**
- Evaluate effectiveness of instructional changes based on data.

The Problem-Solving Cycle



Problem-solving method of decision-making: Across the tiers, the problem-solving method is used to match instructional resources to education need. The problem-solving method is as follows:

1. Define the problem by determining the discrepancy between what is expected and what is occurring.
2. Analyze the problem using data to determine why the discrepancy is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
4. Use progress-monitoring data to evaluate the effectiveness of the intervention plan.

Special Education Eligibility Considerations: If a student continues to be at risk despite sufficient and consistent interventions implemented with integrity, or if the team feels that a particular student will require a continued level of intensive intervention in order to achieve educational success throughout his/her school career, the team may suspect that the student has a disability and make a referral for evaluation. At this level there should be adequate documentation to suggest that despite interventions the student fails to demonstrate progress toward the target goal or behavior.

If the team determines there is a suspected disability, they must follow and complete the CSE referral process. If the student is eligible for special education services, the CSE will meet to develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the Student Support Team will meet to review interventions and make recommendations.

Title 1 Parent and Family Engagement Policy #8260 Overview

Each Title 1 school within the District will develop a building-level parent and family engagement plan. Each school building-level plan will:

1. Describe how to convene an annual meeting, at a convenient time, to inform parents/family members of their school's participation in Title 1 programs, the requirements and the rights of parents/family members to be involved. All parents/family members of these children will be invited and encouraged to attend the meeting;
2. Offer annual meetings at flexible times for parents/family members
3. Involve parents/family members in an organized, ongoing and timely way in planning, reviewing and improving Title 1 programs, including this policy;
4. Provide timely information about programs to parents/family members, including descriptions/explanations of curriculum, forms of assessment used to measure student progress, expectations in terms of proficiency levels of challenging state academic standards, and if requested by parents/family members, opportunities for regular meetings to formulate suggestions and participate in decisions relating to their child's education. The district will respond to any suggestions as soon as practicably possible; and
5. Develop a compact jointly with parents/family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents/family members will build and develop a partnership to help all children achieve the state's standards. Have a compact that includes:
 - a. A description of the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment;
 - b. A description of the ways in which each parent/family member will be responsible for supporting their child's learning such as monitoring attendance and homework, by participating or volunteering in their child's classroom and participating as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 - c. A statement addressing the importance of communication between teachers and parents/family members on an ongoing basis through, at a minimum:
 - i. Annual parent/family member – teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - ii. Frequent reports to parents/family members on the child's progress;
 - iii. Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing classroom activities; and

- iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

RtI Protocol

Student Support Team may include the following team members:

- *Administrator*
- *School Psychologist*
- *School Counselor*
- *Speech/Language Therapists*
- *General Education Teacher*
- *Special Education Teacher (if applicable)*
- *OT/PT Therapists (if applicable)*
- *Other Related Service Providers (if applicable)*
- *Nurse (if applicable)*

New referrals, including related services, to the Student Support Team (SST) will be accepted between November 1st and April 1st of each year, to the extent practicable.

Steps for Referring a Tier 1 student to the SST for a change in Tier based on data and for Review meetings:

1. The referring teacher/counselor identifies the student and the concern based on an evaluation of data collected for Tier 1 interventions/strategies provided to the student.
2. The referring teacher/counselor calls and/or conferences with the parent/family member about concerns prior to making a referral.
3. The referring teacher/counselor notifies the appropriate counselor and the Student Support Team about the student referral.
4. The SST will review the data, evaluate and make changes to the student's schedule as needed.
5. An Action Plan *may* be developed at the meeting depending on an analysis and discussion about the student.
6. If an Action Plan is developed, a digital copy will be available to all committee members and the referring teacher/counselor following the meeting.
7. Each RtI Tier 2 and 3 student will be reviewed minimally once per quarter using data collected from interventions provided.

Decision-Making Guide for Students with IEP's

