Brookfield Central School District

Response to Intervention (RtI)

Plan

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Overview

The Brookfield Central School District Response to Intervention (RtI) Plan is developed to meet the requirements of Section 100.2 (ee) revisions to Part 100 of the Commissioner's Regulations addressing Academic Intervention Services (AIS). Academic Intervention Services are defined as additional instruction and/or student support services that supplement the instruction provided in the general education program. These services are aimed at helping students meet and/or exceed the New York State Common Core Learning Standards in mathematics and English language arts and existing standards in social studies and science as measured by New York State Assessments. Students who have achieved a score below the minimum performance level on state assessments in grades 3 through 8, or students in all grades who are at risk of not meeting minimum performance level on commencement level state assessments, are eligible to receive AIS. These services are available to students with disabilities on the same basis as non-disabled students.

Response to Intervention is designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 as well as with social studies and science in grades 4-12. This is the core instructional program as well as additional academic instruction or support that supplements the general curriculum (core program) in the least restrictive environment in order to improve academic performance. Because underperformance may be the result of many factors, review of eligible students for inclusion in AIS will involve, but is not limited to, a review of specific skill deficits, learning style, discipline problems, attendance problems, health issues, family issues, and mobility.

Since both time and staff are finite resources, a unique blend of RtI support and scheduling may be required when multiple interventions are indicated. The designated Response to Intervention (RtI) team will assist in recommending interventions. Implementation will be assigned and supervised by the principal and will occur within our staffing resources. Additional intervention services will:

- provide targeted skill and/or behavioral management support to supplement, not supplant, classroom curriculum and instruction
- be provided first by the regular classroom teachers
- employ direct, systematic, and explicit supports in the area(s) of documented need

The AIS / RtI Compliance Plan that follows includes:
- Entrance criteria and provisions for services
- Range of supports available in a multi-tiered model
- Parent notification procedures
- Progress monitoring procedures
- Exit criteria

Entrance Criteria/Eligibility

All students are eligible for Tiers 2 and 3 services including those with disabilities and/or Limited English Proficiency (LEP), if they fail to meet the designated state performance standards and/or district approved guidelines regarding universal screening results and quarterly grades. Additionally, LEP students and English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in the Commissioner's Regulations Part 154 are eligible for AIS.

Academic Intervention Services are provided for academic instruction and other related fundamental support needs that may impact student performance. Criteria are established in each area to identify students who require services. The criteria are based on several different forms of evaluation and documentation. Similar criteria are used as exit benchmarks indicating that services are no longer needed. The RtI team, principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention service.

Brookfield Central School District believes the first and most effective intervention services for the majority of students will be provided by the regular classroom teacher in the regular classroom. Using the Response to Intervention Model (RTI), teachers will collect student performance data following the implementation of intervention strategies and will make informed, data-driven decisions for further intervention. Those students who continue to be eligible for AIS may necessitate consideration by the RtI team. The multidisciplinary RtI team will further evaluate student strengths and needs and make appropriate recommendations to classroom teachers and support personnel. In more extreme cases, formal evaluations may be warranted and may include recommendations for more specialized services.

Students eligible for RtI Tiers 2 and 3 will include:

- Students who score below the designated performance levels on New York State assessments in grades 3 – 8 and who are at risk of failing to meet grade level learning standards
- Students at risk of not meeting the state standards as measured by New York State commencement level assessments and as indicated through district universal screening and progress-monitoring procedures
- LEP/ELL (Limited English Proficient/English Language Learner) students who do not achieve the CR Part 154 standards
- Identified students with disabilities and those designated as LEP/ELL who require services

District Support Services

Brookfield Central School District provides a wide variety of resources to support the academic, social/emotional, and behavioral needs of its students, and all may be utilized when appropriate to provide AIS:

- School Administrators
- General Education and Special Education Teachers
- RtI Team
- Social Workers

- Speech/Language Therapist
- Counselors
- Interagency Personnel from the community
- Nurse
- Teaching Assistants (supervised)

District Procedures for Academic and Support Services K-12

The Brookfield Central School District Academic Intervention Services Plan outlines the Response to Intervention (RtI) multi-tiered process for identifying and supporting students in grades K-12. This plan assures that multiple measures of assessment and other sources of data will be used for the identification of students to be served. These sources may include, but are not limited to: student records, report card grades, classroom participation, diagnostic assessment, parent input, teacher referrals, and curriculum-based measures. All decisions for entry into, continuation of, intensity and frequency of, and exit from AIS will be based on data provided at each level.

RtI focuses on systematic, curriculum-based screening, skill deficit identification, targeted strategies, variety of evidence based interventions, and frequent progress monitoring. RtI is the framework identified in Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004 - reauthorization) as an intervention approach that generates data to inform instruction and identify students who may require special education and related services in a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (President's Commission on Excellence in Special Education, 2002).

A key element of the RTI approach is the provision of early intervention, when students first experience academic difficulties. This approach provides preventive and remedial services to at-risk students, and data useful for identifying learning disabilities.

Parental Involvement and Notification

Brookfield Central School District recognizes the critical role parents play in improving a student's academic performance. The State Education Department requires that parents be notified in writing when RtI (Tiers 2 and 3) is to be implemented for their child. The notification must include:

- Reason for supplemental support
- Summary of the services to be provided, including focus, frequency, and intensity of services
- Consequences of not achieving the NYS Common Core Learning Standards

When a student receives Academic Intervention Services, the New York State Education Department mandates that on-going communication with the parents must occur.

Specific mandates are that parents be provided:

- Quarterly/marking period progress reports (this may be included as part of the student's report card)
- Opportunities for parent conference/consultation when requested
- Communication including suggestions for working with the student at home

Parents must be notified when supplemental support will be ended. The mandated notification must include the following information:

- Criteria for ending the services
- Current performance level of their child
- Specific assessments used to determine their child's level of performance

Parents may obtain information on ways they can support their child's learning by working with their child, monitoring their child's progress and working collaboratively with staff members providing supplemental support.

Tier Change of Intensity

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided for each tier. Students with the greatest need will receive more intense services, for a longer duration, and with more frequent progress monitoring. Students with the least intensive needs may only require monitoring or support as an intervention service. Decisions regarding service intensity will be determined by the RtI team.

Exit Criteria

A student may be exited from Tiers 2 and 3 upon demonstration of proficiency on NYS assessment(s) or as evidenced by a combination of the following as determined by the RtI team:
- Locally-administered universal screening such as STAR
- Report comments are positive for the student's effort and achievement in AIS for two consecutive marking periods
- Student's academic average for two consecutive quarters indicates that achievement is expected to meet learning standards
- Student has successfully maintained targeted behavior for a minimum number of weeks
- RtI team recommends dismissal from service
- Progress toward goal line as supported by at least three data points (academic and/or behavioral) over time specified in student's individual service plan
- Elimination of behavioral problems for a pre-determined amount of time
- Successful implementation of behavioral intervention plan than can be supported by classroom teacher/parent

Relationship of AIS/RtI and Special Education

Academic Intervention Services (RtI Tiers 1, 2, and 3) are within the realm of the general education program. As a result, AIS/RtI actions should not be included in a student's IEP or student's 504 Plan. The Committee on Special Education does not make recommendations for academic intervention services for students with disabilities. However, special education teachers and related service staff may provide AIS/RtI support when such services are in addition to any special education services that are listed in an IEP. The specific manner in which AIS/RtI support will be provided to a student with an IEP or 504 Plan will be determined by the RtI team.

Student Support Services

Prevention services are available to all students. In addition to academic interventions, students who are determined to be at risk for failure to meet NYS Common Core Learning Standards in English language arts and mathematics and existing standards in social studies and science as measured by New York State commencement level assessments may be determined to be at risk due to speech/language delays, poor attendance, behavior issues or other social/emotional factors. Students who have been identified as having such risk factors may receive preventive services such as speech improvement, counseling, guidance, health or other district services as identified by the RtI team.

Provision for AIS/RtI Services

A full range of AIS/RtI structures will be used to support all students who are not proficient on NYS Assessments and/or who are at risk of poor performance. All support services will be delivered by Highly-Qualified staff as determined by section 100.2(o) of the Commissioner's Regulations. Intervention services in this district may include the following structures:
- Regular school day supplemental instruction
- Extended day program (before school, after school, or Saturday instruction)
- Extended year program (summer instruction)

Individual Skill Deficit Identification Sources

In adopting the RtI Model, Brookfield Central School District will employ a variety of evaluation tools and techniques to identify student skill deficits, including but not limited to:
- Student assessments
- Analysis of student work
- Teacher recommendations
- Report card/progress report grades
- Disciplinary referrals
- Records of absences
- Tardy patterns
- History of documented behavioral issues

MULTI-TIERED MODEL OF STUDENT SUPPORT SERVICES

Tier 1

Interventionists   **PK-12** General Education Teachers

Program: Tier 1 is designed to provide for the instructional needs of all students. It is comprised of three basic elements: (a) research based core instruction, (b) targeted, small group intervention for struggling students, (c) documented monitoring of skill progress. A brief summary of Tier 1 follows.

Participants: All students

Structure Options: In class, small group skill intervention
- Standards and scientifically-based instruction
- Small group skill intervention
- Mentoring
- Peer support
- Differentiated Instruction
- Instructional accommodations
- Environmental accommodations

Groupings: Flexible groupings based on student performance data

Time: During classroom time; targeted individual or small groups as needed

Assessment: Universal Screening three times per year. Curriculum-based progress monitoring monthly to twice per month (based on level of need) and consistent documentation of instructional strategies used to target individual skill deficits.

Setting: In general education setting

Tier 2

Interventionists: PK-12 General Education Teachers,Counselors, Social Workers, Teacher Assistants, Speech Language Therapists, Mentors

Program: Tier 2 is designed to successfully provide for the instructional needs of students whose needs were not met with Tier 1 service. It is comprised of programs, strategies, and procedures designed to supplement, enhance and support Tier 1. Tier 2 provides: (a) intervention on a weekly basis, (b) smaller group size, (c) frequent, ongoing progress monitoring, and (d) short-term intervention. A brief summary of Tier 2 follows.

Participants: For students who have not been successful with Tier 1 efforts or who have not made significant progress to support the skill deficit(s). Supplemental skill instruction to support academic and behavior needs that have already been addressed in the classroom.

Structure Options: Supplemental targeted intervention

- Standards and scientifically-based instruction
- Small group AIS intervention
- Computer based supports
- Learning Lab
- Mentoring
- Peer tutoring, Peer mentoring, Study Club
- Study skills, Organizational Skills, Test Anxiety
- Counselor/Social Worker
- Supplemental instruction
- Behavior Plan

Groupings: Flexible, homogeneous small groups based on skill deficiencies

Time: Targeted small groups at least once per week

Assessment: Curriculum-based progress monitoring minimum twice per month with consistent documentation of progress data. Formal reporting to parents on skill progress will be quarterly.

Setting: In general education setting

Tier 3

Interventionists: PK-12 General Education Teacher, Counselors, Social Workers, Teacher Assistants, Speech Language Therapists

Program: Tier 3 is designed to successfully provide for the instructional needs of the students whose needs were not met with the combination of Tier 1 and Tier 2 service. It is comprised of programs, strategies, and procedures designed to supplement, enhance and support Tier 1 and Tier 2. Tier 3 provides: (a) intervention at least twice per week, (b) smaller group size, and (c) frequent, ongoing progress monitoring. A brief summary of Tier 3 follows.

Participants: For students who have not been successful with both Tier 1 and Tier 2 efforts or who have not made significant progress to support the skill deficit(s). Intensive skill instruction to support academic and behavior needs that have already been addressed in the classroom.

Structure Options: Intensive targeted intervention

- Individual or small group AIS intervention
- Computer-based supports
- Scientifically-proven intervention programs
- Learning Lab
- Additional time with mentor
- Study skills, Organizational Skills, Test Taking skills
- Counselor/Social Worker intervention
- Supplemental instruction - Intensive Remediation
- Behavior Plan

Groupings: Individual or homogeneous small groups based on skill deficiencies

Time: Individual or targeted small groups at least twice per week

Assessment: Curriculum-based progress monitoring minimum of weekly with consistent documentation of progress data. Formal reporting to parents on skill progress will be provided at least quarterly.

Setting: Push in/Pull Out regular education