

Zumbro Education District Total Special Education System (TSES)

This document serves as the Total Special Education System Plan for Zumbro Education District (ZED) in accordance with Minnesota Rule 3525.1100. This plan also includes an assurance for compliance with the federal requirements pertaining to districts' special education responsibilities found in United States Code, title 20, chapter 33, and Code of Federal Regulations, title 34, part 300. This document is a companion to the Application for Special Education Funds – Statement of Assurances (ED-01350-29). Patrick Gordon, Zumbro Education District Special Education Director, is responsible for program development, coordination, and evaluation; in-service training; and general special education supervision and administration. Patrick Gordon may be reached at the district office; 801 Frontage Road NW, Byron, MN 55920, 507-775-2037. Each member district has a special education coordinator who facilitates these responsibilities at the local level.

I. Child Study Procedures

The District's identification system is developed according to the requirement of nondiscrimination as ZED and their member districts do not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

A. Identification

ZED and their member districts have developed systems designed to identify pupils with disabilities beginning at birth, pupils with disabilities attending public and nonpublic schools, and pupils with disabilities who are of school age and are not attending any school.

Infant and toddler intervention services under United States Code, title 20, chapter 33, section 1431 et seq., and Code of Federal Regulations, title 34, part 303, are available in ZED and Stewartville Public School districts to children from birth through two years of age who meet the outlined criteria.

The team determines that a child from birth through the age of two years is eligible for infant and toddler intervention services if:

- A. the child meets the criteria of one of the disability categories in United States Code, title 20, chapter 33, as defined in Minnesota Rules; or
- B. the child meets one of the criteria for developmental delay in subitem (1) (2), or (3):
 - (1) the child has a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay regardless of whether the child has a demonstrated need or delay; or
 - (2) the child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:
 - (a) cognitive development;
 - (b) physical development, including vision and hearing;
 - (c) communication development;
 - (d) social or emotional development; and
 - (e) adaptive development.

(3) The child's eligibility is established through the application of informed clinical opinion. Informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments to establish eligibility.

The team shall determine that a child from the age of three years through the age of six years is eligible for special education when:

- A. The child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, sections 1400 et seq., as defined in Minnesota Rules; or

- B. The child meets one of the criteria for developmental delay in subitem (1) and the criteria in subitem (2) Our member districts have elected these criteria for developmental delay. The transition of ECSE services occurs at or shortly after age 3 from ZED to services provided by the district.
- (1) The child:
- (a) *Has a diagnosed physical or mental condition or disorder that has a high probability or resulting in developmental delay; or*
 - (b) *Has a delay in each of two or more of the areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development, that is verified by an evaluation using one or more technically adequate, norm-referenced instruments. The instruments must be individually administered by appropriately trained professionals and the scores must be at least 1.5 standard deviations below the mean in each area.*
- (2) The child's need for special education is supported by:
- (a) *At least one documented, systematic observation in the child's routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;*
 - (b) *A developmental history; and*
 - (c) *At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion-referenced instruments, language samples, or curriculum-based measures.*

Zumbro Educational Districts (ZED) plan for identifying a child with a specific learning disability is consistent with Minnesota Rule 3525.1341. ZED implements its interventions consistent with each district's SRBI plan. The plans detail the specific scientific, research-based intervention (SRBI) approach, including timelines for progression through the model; any SRBI that is used, by content area; the parent notification and consent policies for participation in SRBI; procedures for ensuring fidelity of implementation; and a district staff training plan. ZED's plan for identifying a child with a specific learning disability is attached as **Appendix A. SRBI Plan; Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton**

B. Evaluation

Evaluation of the child and assessment of the child and family will be conducted in a manner consistent with Code of Federal Regulations, title 34, section 303.321.

A. *General.* (1) The lead agency must ensure that, subject to obtaining parental consent in accordance with § 303.420(a)(2), each child under the age of three who is referred for evaluation or early intervention services under this part and suspected of having a disability, receives—

- (i) A timely, comprehensive, multidisciplinary evaluation of the child in accordance with paragraph (b) of this section unless eligibility is established under paragraph (a)(3)(i) of this section; and
- (ii) If the child is determined eligible as an infant or toddler with a disability as defined in § 303.21;
 - (A) A multidisciplinary assessment of the unique strengths and needs of that infant or toddler and the identification of services appropriate to meet those needs;
 - (B) A family-directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler. The assessments of the child and family are described in paragraph (c) of this section and these assessments may occur simultaneously with the evaluation, provided that the requirements of paragraph (b) of this section are met.

(2) As used in this part—

(i) *Evaluation* means the procedures used by qualified personnel to determine a child's initial and continuing eligibility under this part, consistent with the definition of *infant or toddler with a disability* in § 303.21. An *initial evaluation* refers to the child's evaluation to determine his or her initial eligibility under this part;

(ii) *Assessment* means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility under this part and includes the assessment of the child, consistent with paragraph (c)(1) of this section and the assessment of the child's family, consistent with paragraph (c)(2) of this section; and

(iii) Initial *assessment* refers to the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting.

(3)(i) A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child) under this part if those records indicate that the child's level of functioning in one or more of the developmental areas identified in § 303.21(a)(1) constitutes a developmental delay or that the child otherwise meets the criteria for an infant or toddler with a disability under §303.21. If the child's part C eligibility is established under this paragraph, the lead agency or EIS provider must conduct assessments of the child and family in accordance with paragraph (c) of this section.

(ii) Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child. In addition, the lead agency must ensure that informed clinical opinion may be used as an independent basis to establish a child's eligibility under this part even when other instruments do not establish eligibility; however, in no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility under paragraph (b) of this section.

(4) All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory.

(5) Unless clearly not feasible to do so, all evaluations and assessments of a child must be conducted in the native language of the child, in accordance with the definition of *native language* in § 303.25.

(6) Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed, in accordance with the definition of *native language* in § 303.25.

B. Procedures for evaluation of the child. In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility under this part. Procedures must include –

(1) Administering an evaluation instrument;

(2) Taking the child's history (including interviewing the parent);

(3) Identifying the child's level of functioning in each of the developmental areas in § 303.21(a)(1);

(4) Gathering information from other sources such as family members, other caregivers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs; and

(5) Reviewing medical, educational, or other records.

C. Procedures for assessment of the child and family.

(1) An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child must include the following:

(i) A review of the results of the evaluation conducted by paragraph (b) of this section;

(ii) Personal observations of the child; and

(iii) The identification of the child's needs in each of the developmental areas in § 303.21(a)(1).

(2) A family-directed assessment must be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment must –

(i) Be voluntary on the part of each family member participating in the assessment;

(ii) Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and

(iii) Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.

The team shall conduct an evaluation for special education purposes within a reasonable time not to exceed 30 school days from the date the district receives parental permission to conduct the evaluation or the expiration of the 14-calendar day parental response time in cases other than initial evaluation, unless a conciliation conference or hearing is requested.

ZED conducts a full and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. The district proposing to conduct an initial evaluation to determine if the child qualifies as a pupil with a disability shall obtain informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services. The District will not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

Evaluation Procedures

Evaluations and reevaluations shall be conducted according to the following procedures:

A. ZED districts shall provide notice to the parents of the pupil, according to Code of Federal Regulations, title 34, sections 300.500 to 300.505, that describes any evaluation procedures the district proposes to conduct.

B. In conducting the evaluation, ZED districts shall:

(1) Uses a variety of evaluation tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that are designed to assist in

determining whether the child is a pupil with a disability and the content of the pupil's individualized education program, including information related to enabling the pupil to be involved in and profess in the general curriculum, or for preschool pupils, to participate in appropriate activities;

- (2) Does not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
- (3) Uses technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. ZED and member districts ensure that:

- (1) Tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
- (2) Materials and procedures used to evaluate a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education and related services, rather than measure the child's English language skills;
- (3) Any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
- (4) The child is evaluated in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- (5) Evaluation tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the pupil are provided;
- (6) If an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;
- (7) Tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- (8) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure; and
- (9) In evaluating each pupil with a disability, the evaluation is sufficiently comprehensive to identify all of the pupil's special education and related service needs, whether or not commonly linked to the disability category in which the pupil has been classified.

D. Upon completion of administration of tests and other evaluation materials, the determination of whether the child is a pupil with a disability as defined in Minnesota Statutes, section 125A.02, shall be made by a team of qualified professionals and the parent of the pupil in accordance with item E, and a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent.

E. In making a determination of eligibility under item D, a child shall not be determined to be a pupil with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency, and the child does not otherwise meet eligibility criteria under parts 3525.1325 to 3525.1351.

Additional requirements for evaluations and reevaluations

A. As part of an initial evaluation, if appropriate, and as part of any reevaluation under this part, or a reinstatement under part 3525.3100, the IEP team and other qualified professionals, as appropriate, shall:

- (1) review existing evaluation data on the pupil, including evaluations and information provided by the parents of the pupil, current classroom-based assessments and observations, and teacher

and related services providers observation; and

- (2) on the basis of the review, and input from the pupil's parents, identify what additional data, if any, are needed to determine whether the pupil has a particular category of disability, as described in Minnesota Statutes, section 125A.02, or, in case of a reevaluation of a pupil, whether the pupil continues to have such a disability, the present levels of performance and educational needs of the pupil, whether the pupil needs special education and related services, or in the case of a reevaluation of a pupil, whether the pupil continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the individualized education program of the pupil and to participate, as appropriate, in the general curriculum.
- B. The district shall administer such tests and other evaluation materials as may be needed to produce the data identified by the IEP team under item A, subitem (2).
- C. Each district shall obtain informed parental consent, in accordance with subpart 1, prior to conducting any reevaluation of a pupil, except that such informed parental consent need not be obtained if the district can demonstrate that it had taken reasonable measures to obtain such consent and the pupil's parent has failed to respond.
- D. If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the pupil continues to be a pupil with a disability, the district shall notify the pupil's parents of that determination and the reasons for it, and the right of such parents to request an evaluation to determine whether the pupil continues to be a pupil with a disability, and shall not be required to conduct such an evaluation unless requested to by the pupil's parents.
- E. A district shall evaluate a pupil in accordance with this part before determining that the pupil is no longer a pupil with a disability.

Procedures for determining eligibility and placement

- A. In interpreting the evaluation data for the purpose of determining if a child is a pupil with a disability under parts 3525.1325 to 3525.1351 and the educational needs of the child, the school district shall:
 - (1) draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) ensure that the information obtained from all of the sources is documented and carefully considered.
- B. If a determination is made that a child is a pupil with a disability who needs special education and related services, an IEP must be developed for the pupil according to Minnesota Rule 3525.2810.

Evaluation report

An evaluation report must be completed and delivered to the pupil's parents within the specified evaluation timeline. At a minimum, the evaluation report must include:

- A. a summary of all evaluation results;
- B. documentation of whether the pupil has a particular category of disability or, in the case of a reevaluation, whether the pupil continues to have such a disability;
- C. the pupil's present levels of performance and educational needs that derive from the disability;
- D. whether the child needs special education and related services or, in the case of a reevaluation, whether the pupil continues to need special education and related services; and
- E. whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.

C. Plan for Receiving Referrals

ZED's and its member districts plan for receiving referrals from parents, physicians, private and public programs, and health and human services agencies is attached as *Appendix B*.

II. Method of Providing the Special Education Services for the Identified Pupils

ZED and its member districts provide a full range of educational service alternatives. All students with disabilities are provided the special instruction and services which are appropriate to their needs. The following is representative of the district's method of providing the special education services for the identified pupils, sites available at which service may occur, and instruction and related services are available.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP or IFSP.

A. Method of providing special education services for the identified pupils:

- (1) Setting I and II Resource Room (one to one services, small group, direct, indirect, etc.)
- (2) Setting III Program (one to one services, small group, direct, indirect, etc.)
- (3) Setting IV- provided by ZED (one to one services, small group, direct, indirect, etc.)
- (4) Secondary 18-21 Transition Program provided by ZED or their member districts (one to one services, small group, direct, indirect, etc.)
- (5) Birth-3 in-home services provided by ZED (one to one services, direct, indirect, coaching, etc.)
- (6) Inclusive and Integrated Pre-School in their member district/community (one to one services, small group, direct, indirect, etc.)
- (7) Community Education and Early Childhood Family Education (ECFE) in their member district (one to one services, small group, direct, indirect, etc.)

B. Sites available at which services may occur:

- (1) Zumbro Education District
Area Learning Center, Birth- 3, Futures and Choices, Transition 2 Success
801 Frontage Road, Byron, MN 55920
Services Provided: Specialized instruction as per students individual education program
- (2) Sprouts Child Care
Services Provided: Inclusive indirect setting
- (3) Wee Care Learning Center
Services Provided: Inclusive indirect setting

C. Available instruction and related services:

- (1) Physical Therapy
- (2) Occupational Therapy
- (3) Speech-Language Services
- (4) ASD Consultation
- (5) Assistive Technology Consultation
- (6) Orientation and Mobility Consultation
- (7) Psychological Services
- (8) School Social Workers
- (9) School Nursing
- (10) Audiology Services
- (11) Disability-specific programming
 - a. 18-21 Transition Programming

III. Administration and Management Plan.

ZED districts utilize the following administration and management plan to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils:

A. The following table illustrates the organization of administration and management to assure effective

and efficient results of child study procedures and method of providing special education services for the identified pupils:

Staff Name and Title	Contact Information (phone/email/ mailing address/office location)	Brief Description of Staff Responsibilities relating to child study procedures and method of providing special education services
Patrick Gordon, Special Education Director Zumbro Education District	507-775-2037 pgordon@zumbroed.org 801 Frontage Rd NW Byron MN 55920	Oversight of administering special education procedures for all member districts.
Stacy Magnus, Special Education Coordinators, Blooming Prairie Public Schools	507-583-4426 smagnus@blossoms.k12.mn.us 202 4th Ave. NW Blooming Prairie, MN 55917 High School	Oversight of special education services in their local district. Report back to Patrick Gordon.
Janeen Eddie, Special Education Coordinator, Byron Public Schools	507-624-0355 x1803 janeen.eddie@byron.k12.mn.us 820 7th St. NE Byron, MN 55920 Byron Primary School	Oversight of special education services in their local district. Report back to Patrick Gordon.
Janet Hartman, Special Education Coordinator, Hayfield Public Schools	507-671-4521 jhartman@hayfield.k12.mn.us 9 Sixth Ave. SE Hayfield, MN 55940 Elementary School	Oversight of special education services in their local district. Report back to Patrick Gordon.
Darcy Reker, Special Education Coordinator, Kasson-Mantorville Public Schools.	507-634-1121 d.reker@komets.k12.mn.us 101 16 th St. NE Kasson, MN 55944 High School	Oversight of special education services in their local district. Report back to Patrick Gordon.
Jill Petersen, Special Education Coordinator, Pine Island Public Schools	507-356-3210 jill.petersen@pineisland.k12.mn.us 223 1 st Ave SE Pine Island, MN 55963 High School	Oversight of special education services in their local district. Report back to Patrick Gordon.
Jamie Patrick, Special Education Coordinator, Stewartville Public Schools	507-533-1630 jamie.patrick@ssdtigers.org 301 2nd Street SW Stewartville, MN 55976 Central Education Center	Oversight of special education services in their local district. Report back to Patrick Gordon.
Dana Asleson, Special Education Coordinator, Triton Public Schools	507-418-7530 dasleson@triton.k12.mn.us 813 W Highway Street Dodge Center, MN 55927 High School	Oversight of special education services in their local district. Report back to Patrick Gordon.

B. Due Process assurances available to parents: ZED districts has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and method of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. *A description of these processes are as follows:*

- (1) Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a

parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.

- (2) ZED districts will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or reevaluation.
- (3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.
- (4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or other alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.
- (5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. ZED districts hold a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.
- (6) In addition to offering at least one conciliation conference, ZED districts inform parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State-provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state-provided team meeting facilitators accessible to the parties.
- (7) Descriptions of the mediation process, facilitated team meetings, state complaint, and impartial due process hearings may be found in ZED's Procedural Safeguard Notice, attached as *Appendix C*.

IV. Interagency Agreements the District has Entered

ZED and member districts have entered in the following interagency agreements or joint powers board agreements for eligible children, ages 3 to 21, to establish agency responsibility that assures that interagency services are coordinated, provided, and paid for, and that payment is facilitated from public and private sources. Not all agencies are used each year. Student need drives the contracts that the districts enter into.

Community Transition Interagency Committee:

- A. ZED's Community Transition Interagency Committee is established in cooperation with member districts, Region 10, and in cooperation with the counties in which the districts are located, for youth with disabilities, beginning at grade 9 or age equivalent, and their families.
- B. Region 10 Community Transition Interagency Committee (CTIC) consists of the following individuals:
 - (1) *Patrick Gordon, Stacy Magnus, Janeen Eddie, Janet Hartman, Darcy Reker, Jill Petersen, Jaime Patrick, Dana Asleson (Zumbro Education District, Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton – special education)*
 - (2) *Darcy Reker (Kasson-Mantorville Public Schools, Vocational Education)*

- (3) Nicole Kujath
(Kasson-Mantorville, Regular Education)
 - (4) Lynn Beckard
(Children's Mental Health)
 - (5) Morgan Kittleson
(Adult with a disability who has received transition services)
 - (6) Eileen Long
(Parent of a youth with a disability)
 - (7) Mike Stehr
(Ability Building Center)
 - (8) Mike Nett, Jim Langevin
(Rehabilitation services)
 - (9) Brie Thompson
(Human Services)
 - (10) Jan Leuth
(Olmsted County Public Health)
 - (11) Ann Korecky
(Opportunity Services)
 - (12) Travis Kromminga
(RCTC, Office of Disability Services)
 - (13) Jodi Austin Thompson, Jennifer Bagne Walsh
(Olmsted County Social Services)
- C. The Community Transition Interagency Committee is chaired by Christian Wernau
- D. The Community Transition Interagency Committee meets four times per year.
- E. The Community Transition Interagency Committees operating procedures are attached as *Appendix D* and include the following:
- (1) identification of current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families;
 - (2) facilitation of the development of multi-agency teams to address present and future transition needs of individual students on their individualized education programs;
 - (3) development of a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
 - (4) recommendations of changes or improvements in the community system of transition services;
 - (5) exchange of agency information such as appropriate data, effectiveness students, special projects, exemplary programs, and creative funding of programs; and
 - (6) preparation of a yearly summary assessing the progress of transition services in the community including follow-up of individuals with disabilities who were provided transition services to determine post-school outcomes.
- F. Region 10 CTIC disseminates the summary to all adult services agencies involved in the planning and the MDE by October 1 of each year.

Interagency Early Intervention Committee

- A. ZED participates on the Region 10 Interagency Early Intervention Committee in cooperation with the health and human service agencies located in southeast Minnesota, for children with disabilities under age five and their families.
- B. Membership of the Interagency Early Intervention Committee is as follows:
- Health** –Teresa Buck- Olmsted County, Amber Reidt- Wabasha County, June Piepho- Steele County, Natalie Looch -Freeborn County, Krista Early - Goodhue County
- Education** –Shari Mensink- Owatonna, Sarah Sperger- Goodhue County, Kirby Bussman - Mower County, Colleen Johnson- ZED, Kara Paulson- Freeborn County, Kim Welsh -Rochester, Wendy Cirksema - Steele County, Paula Birch - Fillmore County, Jenny Goede - HVED, Holly Reeve- HVED, Diane Jacobsen- SMEC, Christian Wernau- Region 10, Janet Hartman- Region 10
- County Human Services** – Unfilled

County Board – Unfilled

School Board – Unfilled

Early Childhood Family Education Programs – Diana Eipers - Dodge County

Head Start –Dawn Tommerdahl - 3 Rivers Head Start, Terri McLaughlin- SEMCAC

Parents of Young Children With Disabilities Under Age 12 – Holly Schoenbauer - Rice County

Families First – Amber English, Alissa Lawler

School Readiness Programs – Karn Schwartzhoff - Houston, Diana Eipers - Dodge County

Homeless Liaison - Melissa Brandt- Rochester Public Schools

Current Service Providers – Holly Schoenbauer - Rice County Help Me Grow

The Early Intervention Committee's operating procedures are attached as *Appendix E*.

V. Special Education Advisory Council

In order to increase the involvement of parents of children with disabilities in district policy making and decision making, ZED and its member districts has a special education advisory council.

A. ZED Special Education Advisory Council is established in cooperation with other districts who are members of the same special education cooperative.

B. ZED Special Education Advisory Council is not a subgroup of an existing board/council/committee and its membership is as follows

Blooming Prairie	Sp Ed HS	Mackenzie Carter
Blooming Prairie	Elem Gen Ed	Natalie Sorensen
Blooming Prairie	Parent	Cathy Peterson
Byron	School Nurse	Jennifer Brommer
Byron	Parent	Shalleen Nelson
Hayfield	Parent	Ann Woslager
Hayfield	SpEd Teacher/Parent	Misty Crable
K-M	SpEd Middle	Nicole Kujath
K-M	Parent	Sonja Thompson
Pine Island	Parent	Traci Bauer
Pine Island	SLP	Michelle Roberts
Stewartville	Admin	Eldon Anderson
Triton	Elem Admin	Nick Jurrens
Triton	Gen Ed High School	Casey O'Brien
Triton	Parent	Becky Aarsvold
ZED	SpEd Teacher/Parent	Shannon Krekula

C. At least half of ZED Districts parent advisory councils' members are parents of students with a disability.

The district has a nonpublic school located in its boundaries and the parent advisory council includes at least one member who is a parent of a nonpublic school student with a disability.

Each local council meets no less than once each year.

D. ZED *Districts* Special Education Advisory Council meets in October and April yearly.

E. The operational procedures of ZED District's Special Education Advisory Council are attached as *Appendix F*.

VII. Assurances

Assurance given Citation and Authority: Code of Federal Regulations, section 300.201: Consistency with State policies. ZED and its member districts, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under sections 300.101 through 300.163, and sections 300.165 through 300.174. (Authority: 20 U.S.C. § 1413(a)(1)).

Appendix A: Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville, Triton Public Schools
Scientific Research Based Instruction (SRBI) Plan

Blooming Prairie Local Literacy Plan & SRBI



Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction, and assessments is the foundation for developing comprehensive systems of support for all learners (MDE). Our literacy plan describes the curriculum, instruction, and assessments that we use to support our students' literacy needs at Blooming Prairie Elementary. We provide quality core instruction as well as quality interventions to support our students reading well by third grade.

Blooming Prairie Elementary School understands the importance of our students reading well by third grade. Over a period of four school years BPES had been Celebration eligible based on the states MMR rating scale. We have been recognized as a Celebration School twice, during the 2012-2013 school year and during the 2014-2015 school year. We have been at or above state average on our MCA Reading assessments in grades 3 – 6 over the course of that time period. Our local literacy plan recognizes the literacy needs of all students. Through our PLC's we work together to use student data to meet the needs of all our students. Our grade level teams meet with our Reading Specialist, Title I teachers, and Special Education staff to provide the proper interventions for our students. We communicate as a school team and with parents to ensure that all students get the literacy instruction that they need to read well by third grade.

We continue to monitor the progress of all students throughout the school year. We test our students in the fall, winter, and spring to ensure that all students are making progress toward grade level proficiency. We provide interventions to students who show needs based on our assessments and grade level material. We progress monitor our students weekly or bi-weekly to monitor and adjust their progress, our instruction, and our interventions that we use. We believe that with these continued supports all students will make progress toward grade level proficiency.

#756, Blooming Prairie Local Literacy Plan

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

- 1) Through the implementation of Grade Level Teaming, Vertical Teaming, and Professional Learning Communities (PLC's), BPES educators will collaborate weekly to improve instruction, use data to support student learning, and plan through the curriculum to meet the needs of ALL learners.
- 2) BPES staff will use our MTSS process (Tiered Systems of Support) to identify students in need, work together to provide effective interventions for students in need, and ensure that BPES educators are making decisions based on multiple forms of data. Parent will be involved in the process.
- 3.) BPES educators will Differentiate Literacy Instruction through the use of the Reading Streets Reading Curriculum, leveled readers, and specialized instruction (copyright 2010) to meet the needs of ALL learners.
- 4.) All BPES students will have access to a consistent curriculum, and will be provided with opportunities to enhance their learning.
- 5.) Our Staff Development will consist of:
 - a. Continued implementation of our MTSS process (Tiered Systems of Support)
 - b. Vertical teaming to ensure that our curriculum / instruction matches the state standards and is meeting the needs of all our students.
 - c. Staff Learning of Best Practice in Literacy Instruction
 - d. Continued Technology training to enhance student achievement
 - e. Data retreats (Staff Development Days) – Time to collect and analyze data to enhance student achievement. Data will consist of FAST assessments, MCA'S, MTAS, MCAM, Weekly Assessments, and Unit Assessments

Statements of process to assess students’ level of reading proficiency including assessments used when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

1.) FAST (Fastbridge) is our screening assessment.

Grade K			Grade 1		
T Assessment Recommendations by Grade					
Fall		Winter		Spring	
Fall		Winter		Spring	
LNF Early Literacy	LNF Early Literacy	LNF Early Literacy	LNF Early Literacy		
LSF Early Literacy	LSF Early Literacy	LSF Early Literacy	LSF Early Literacy		
	PSF Early Literacy	PSF Early Literacy	DW Early Literacy		
	DW Early Literacy	DW Early Literacy	WS Early Literacy		
		SW Early Literacy	SW Early Literacy		
			R-CBM* Reading	R-CBM* Reading	R-CBM* Reading
			aReading	aReading	aReading

Grade 2			Grades 3-8		
Fall	Winter	Spring	Fall	Winter	Spring
R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading
aReading	aReading	aReading	aReading	aReading	aReading

*Three R-CBM Benchmark assessments are administered each Benchmark period. The median score of corrects and the median score of errors are then used as the Benchmark score. All other measures are administered once per Benchmark period.

System of Scientific Research-Based Intervention (SRBI) Plan

III. Specific Components Included in SRBI System: Screening

- A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring) **As required in Minn. R. 3525.1341 Subp. 4.**
- B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.
- C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

Reading Example

Grade	Cut-Off or Benchmark Scores: Useful for Identifying Students in Need of Intervention						
ZED DISTRICT	Phonemic Awareness	Phonics			Fluency: FAST	Comprehension FAST(aReading)	Vocabulary (Sight Words)
<u>FAST</u>	DW Wcpm=words correct	LNF: FAST Inc=letter names correct	LSF: FAST Isc=letter sounds correct	WS: FAST Sc=sounds correct	wcpm=words correct per minute	45 th ile Cut-off Score	SW: Wcpm = Words correct
Kindergarten	3 wc: Jan 8 wc: May	20 Inc: Sept 42 Inc: Jan 50 Inc: May	5 Isc: Sep 29 Isc: Jan 41 Isc: May	3 sc: Sept 26 sc: Jan 30 sc: May			1 wc: Sept 9 wc: Jan 20 wc: May
Grade 1:	9 wc: Sept 15 wc: Jan 15 wc: May	50 Inc: Sept	31 Isc: Sept 43 Isc: Jan 52 Isc: May	27 sc: Sept 31 sc: Jan 32 sc: May	14 wcpm: Sept 43 wcpm: Jan 71 wcpm: May	435 - Sept 454 - Jan 471 - May	17wc:Sept 50wc:Jan 67wc:May
Grade 2:					58 wcpm: Sept 87 wcpm: Jan 106 wcpm: May	469 - Sept 481 - Jan 489 - May	
Grade 3:					90 wcpm: Sept 116 wcpm: Jan 131 wcpm: May	487 -Sept 497 - Jan 503 - May	
Grade 4:					116 wcpm: Sept 136 wcpm: Jan 150 wcpm: May	500 - Sept 507 - Jan 513 - May	
Grade 5:					133 wcpm: Sept 151 wcpm: Jan 163 wcpm: May	509 - Sept 517 - Jan 522 - May	
Grade 6:					142 wcpm: Sept 159 wcpm: Jan 172 wcpm: May	516 - Sept 523 - Jan 527 - May	

2.) We use MCA's, FAST assessments, running reading records, and unit and weekly assessments from our reading series, Reading Streets Copyright 2010, as part of our diagnostic assessment process. We look at the data as individual teachers, with grade level teams, reading specialists, special education, administration, and Title I teachers. We meet biquarterly to meet students' needs and modify interventions.

BPES uses the multi-tiered systems of support.

Tier 1

Tier 1 addresses daily reading instruction for all students in grades K-6

*Core daily instruction from Reading Streets

30 minutes of core instruction to entire class

60 minutes of additional instruction in small group

**Interventions are designed for students at the 26th – 50th percentile

The 60 minutes of additional instruction include one or a variety of the following methods of instructional delivery: Literacy Centers, Literature Circles, Buddy Reading, Repeated Reading Activities, Text at appropriate levels, Flexible Grouping, and Classroom Libraries

Tier 2

Tier 2 intervention tools available based on student performance:

- *Read Naturally
- *Road to the Code
- *Road to Reading
- *Read Well K, Read Well 1, Read Well Plus, Reading Well 2 and Read Well Fluency Foundations
- *Comprehension Plus
- *Reading Streets small group instruction

Tier 3

Tier 3 is designed to be delivered by the student's Reading Intervention teacher and or Special Education Teacher. Based on the student performance on the following: progress monitoring scores, district wide assessments, state assessments, and special education assessment data/criteria. The student(s) receive additional reading services and are progress monitored every five days, with the instructional group being three or less students to one adult or one-to-one instruction.

Tier 3 intervention tools available based on student performance:

- *Read Naturally
- *Road to the Code
- *Road to Reading
- *Read Well K, Read Well, Read Well Plus, Reading Well 2 and Read Well Fluency Foundations
- *Comprehension Plus
- *Reading Streets small group instruction
- *Language!
- *Wilson
- *My Sidewalks: Levels A-E
- *ERI – Early Reading Intervention – Reading Streets
- *Pro-Ed-Functional Series
- *Ed Mark

3.) Our progress monitoring process includes grade level meeting to assess data of students in need weekly. Our reading specialist, Title I, and special education teachers provide classroom teachers and administration with weekly progress reports. The principal, special education coordinator, reading specialist and Title I teacher meet monthly to review data and focus on closing the achievement gap. We also meet as a Student Study Team to discuss student needs twice a month. We use our data to see if our reading instruction is valid and use this to drive instruction to best meet the needs of the students.

4.) The communication plan for sharing screening, diagnostic, and progress monitoring data with parents will be done through conferences. When students are not meeting grade level proficiency expectations based on data from our diagnostic assessments, classroom teachers contact parents and

start interventions immediately. The classroom teacher works with the MTSS reading committee and parents to plan and monitor interventions. After collecting six weeks of data the teacher will continue or change the intervention based on the data. If the intervention is changed the general education teacher will collect six more weeks of data. If the interventions are showing progress the teacher and reading specialist will continue intervention. If there is no growth the teacher will bring the student to Student Support Team (Follow MTSS Process). Throughout this entire process the parents will be discussing the progress of the student with the classroom teacher.

Specific information on how elementary schools within the district will notify and involve parents accelerating the literacy development for their children in each grade, Kindergarten through Grade 3.

1.) We have adopted Reading Streets Reading Curriculum (copyright 2010), which is aligned with grade level content standards. We use weekly and unit assessments to drive instruction and meet the needs of all students. We monitor achievement for all learners with guided reading and intervention times for all learners that match their literacy development for all students, including special education. We continue to monitor our students through daily work, weekly assessments, and unit assessments and also our three time a year diagnostic assessments.

2.) Day One, teachers and principals share what data we use and what existing supports we have available: ELL, reading specialist, special education, and Title I program. At fall conferences we meet with parents and students to review data and goal set.

3.) Our entrance criteria is 25th percentile to 11th percentile for Title I services. It is the 10th percentile and below for the reading specialist. The 5th percentile and below will start the MTSS process immediately. We derive at these percentiles based on FAST assessments, MCA's, and classroom diagnostic assessments. Our exit criteria, for Title I, are for the students to achieve above the 25th percentile on their grade level diagnostic assessments and maintain that level for four weeks. Our exit criteria, for reading specialist, are for the students to achieve above the 10th percentile on their diagnostic assessments and maintain that level for four weeks. They would move into the Title I program. Throughout this entire process these students will be progress monitored with FAST assessments weekly.

4.) The resources we have available to support literacy practices outside of school: teacher websites at www.blossoms.k12.mn.us allow access to multiple literacy websites and tools, Reading Streets interactive library (pearsonsuccess.net), weekly communication, Family Times, Day One information sessions and Title I fun nights.

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on the learner data, including how services will be provided, and how parents will be informed of student progress.

1.) See below:

Continuum of Reading Skills Pre-K through 2nd

Phoneme Awareness			
<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
*Identify beginning sounds *Segment and orally blend 3 letter sounds *Recognize rhyming sounds	*Distinguish beginning/middle/end sounds *Blend and segment 4+ sounds words *Rhyming-Hear/Match/Produce *Introduce number of syllables in words (cat-change to bat to cat to can) *Substitute individual sounds (phoneme substitution)	*Recognize consonant blend *Continue to number of syllables (vowel sounds means syllable)	*Pronounce unfamiliar words with multi-syllables *Continue to develop and strengthen strategies *Self-correct when reading breaks down

Phonics			
<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
*Identify concepts of prints (left to right, top to bottom) *Identify all upper/lowercase letters and sounds *Write first name	*Introduce long/short vowels (ch, th, sh, oo, etc.) *Full name *Begin to blend to read, word families *Segment to write and substitute sounds in written form (cat-can-pan) *High frequency words *Introduce digraphs (ch, th, sh, oo, etc.)	*Use short vowels appropriately and beginning to understand long vowel sounds. *Be able to chunk into word families *Know at least 125 sight words *Be able to produce and write CVC rhymes *Understand patterns in words and digraphs (CVC, CVCV) beginning to understand silent e and 2 vowels together make a long sound)	*Use long/short vowels appropriately. *Continue up to 220 sight words *Know difference vowels and consonants *Understand patterns in words and digraphs (long vowel sound and word chunks).

Comprehension and Literature

Ending Pre-K

- *Track print from left to right and top to bottom
- *Sequence events (3 picture cards) beginning, middle, end
- *Use pictures to comprehend text orally
- *Predict what might happen next orally
- *Orally recall details in story
- *Orally answer questions based on text
- *Introduce different forms of print - poems, jokes, etc.

Ending K

- *Sequence events beginning, middle, end in a story
- *Begin to use picture clues in own reading to help comprehend the text
- *Make a prediction and support with evidence from the book
- *Orally recall details in story
- *Orally answer questions based on text
- *Variety of genre
- *Connections (text-self)
- *Author/illustrator
- *Orally compare and contrast with support
- *Be exposed to questioning to understand the text

Ending 1st

- *Retell story and summarize on own (beginning, middle, end)
- *Use picture clues to comprehend the text when reading
- *Can strongly make predictions at beginning of story and begin to make predictions throughout (was it right or wrong at the end of book)
- *Identify components of story (main characters, setting, main idea)
- *Read own book and answer questions
- *Expose to different fiction and non-fiction books
- *Connections-Continue with text-self (big ideas) and introduce text-text
- *Text features (headings, tables of contents, glossaries)
- *Orally compare and contrast different stories
- *Introduce inferring and critical thinking
- *Introduce being able to pick out a "just-right book"
- *Introduce what it means to listen to others and identify point-of-view
- *Introduce metacognition-go back and reread when comprehension breaks down

Ending 2nd

- *Retell the story in greater detail and summarize
- *Introduce the use of diagrams and maps to pull out factual information
- *Predicts what might happen throughout the story using text to support
- *Identify components of story (include characters, setting, problem events, and ending)
- *Can answer higher level questions on higher level books
- *Retell stories of different genres (fiction, non-fiction, historical fictions, fables, folk-tales, poetry, biographies)
- 8. Connections - continue with text-self and text-text (focusing on big ideas), introduce text - world
- *Text features - introduce the vocabulary words of paragraph, stanza, lines of poems, and ordinal numbers and words
- *Compare and contrast texts, authors, and introduce comparing plots and characters
- *Continue with inferring and critical thinking
- *Pick out a "just-right book"
- *Identify "1st person" and "3rd person" (points-of-view) and who is telling the story
- *Continue with metacognition - go back and rereads when comprehension breaks down.
- *Introduce author's purpose (entertain, inform, and persuade)

Vocabulary

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Uses pictures to support words *Introduce orally to new vocabulary (in daily stories) *Knowledge of positional words *Concept of what a simple opposite is *Sort into categories 	<ul style="list-style-type: none"> *Uses picture clues to solve unknown words *continue to introduce orally to new vocabulary (in daily stories) *Understands positional words *Concept of what a more complex opposite is and multiple meaning of words (synonyms) * Orally recognize homophones *Know 40 sight words 	<ul style="list-style-type: none"> *Use a variety of strategies and text features (headings, titles, captions), to aid in comprehension to solve unknown words *Recognize new vocabulary in story *Understand parts of speech (verbs, nouns) and introduce adjectives and adverbs *Understand antonyms and synonyms *Introduce more complex homophones (way to remember this – “everyone has a different phone number, so different spelling”) (new, knew) and homonyms (duck, duck) *Knows 125 sight words *Spelling should correlate 	<ul style="list-style-type: none"> *Locate in text, use context clues for meaning, life-connections, and dictionary/glossary as resources and use a variety of strategies to solve unknown words. *Acquire, understand, and use new vocabulary through explicit instruction and independent reading *Understand parts of speech (adverbs, adjectives, nouns, verbs) *Identify and use synonyms and antonyms, multiple-means of words *Understands more complex homophones (new, knew) and homonyms (duck, duck) *Knows 220 sight words *Continue strategies to identify prefixes and suffixes *Continue with spelling should correlate

Fluency

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Recognize expression while being read to *Orally telling a story using intonation, dialogue, etc. (either in written or personal story) 	<ul style="list-style-type: none"> *Begin to translate expression and intonation into own reading *Understand that different punctuation marks mean different things (.?!) 	<ul style="list-style-type: none"> *Continue with beginning to use expression when reading *reading a grade-level ("just-right" book) *Use punctuation to help read smoothly 	<ul style="list-style-type: none"> *Read aloud narrative text with fluency, accuracy, and appropriate pacing, expression, and intonation *Use expression when reading grade-level ("just-right" books) appropriate text *Use punctuation to assist in smooth reading

Writing

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Holds pencil correctly *Correctly writes 1st name (1st letter upper, rest lower) *Draw person with 6-8 body parts *Write left to right *Begin to correctly write letter forms *Begin to use inventive spelling using beginning sounds *Draw pictures to tell a story (journals) 	<ul style="list-style-type: none"> *Phonetic spelling *Writes with a purpose *Correctly spell 40 sight words *Expect spacing *Introduce capitalization *Use prompts and own experiences to develop writing *Sequence two events in writing (an order) 	<ul style="list-style-type: none"> *Continue to use phonetic spelling *Introduce writing for a variety of purpose (letter, informative, poetry) *Sight words need to be spelled correctly and use *Continue to use spacing *Introduce sentence structure (capitalization, punctuation) *Continue with using prompts and own experiences to develop writing *Ideas are in order (beginning, middle, end) 	<ul style="list-style-type: none"> *Continue to use phonetic spelling *Writes for a variety of purpose (letter, informative, poetry) *Continue with sight words need to be spelled correctly *Continue to see spacing *Use of capitalization, grammar, structure, punctuation, proper/common nouns *Continue with using prompts and own experiences to develop writing *Ideas are in order (beginning, middle, end) *Proofreading and rewriting

Continuum of Reading Skills 3rd through 6th

Phoneme Awareness

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
Continue to strengthen	Continue to strengthen	Continue to strengthen	Continue to strengthen

Phonics

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
Continue to strengthen *Long vowel/short vowel patterns *Read, say and spell grade level sight words 260 *Grade level understanding of consonant blends and diagraphs. Syllables, inflectional endings,)-ed, -ing) Silent letters (kn) Prefix and suffix (-ful, -tion) *Exposure to root and base words	Continue to strengthen *Long vowels/short vowel terminology *Know vocabulary vowel, consonant, long short syllables, Dictionary skills (ABC order, guide words) *Know root word and base words	Continue to strengthen *Know root words and base words	Continue to strengthen *Know root words and base words

Vocabulary

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
<ul style="list-style-type: none"> *Locate in text, use *While reading, write down a word you do not understand and solve the meaning. *Understand parts of speech (adverbs, adjectives, nouns, and verbs). Also regular and irregular nouns and verbs. *Identify and correctly use antonyms, synonyms, multiple-meaning words, prefixes, suffixes, homonyms & homophones 	<ul style="list-style-type: none"> *Consult reference books with use of guide-words. *While reading write down a word you do not understand and solve the meaning *Similes and metaphors *Introduce idioms, adages, homographs 	<ul style="list-style-type: none"> *Use context clues to figure out the meaning of unknown words. *Use Greek and Latin affixes and roots as clues to the meaning of a word. *Use reference materials appropriately. *Figurative language (similes, metaphors, idioms, adages, proverbs *Synonyms, antonyms, homographs) 	<ul style="list-style-type: none"> *Use context clues. *Grade appropriate Greek and Latin affixes *Use reference materials appropriately *Infer vocab words in context *Figurative language (personification), word relationships and nuances *Use the relationship between particular words *Include words and phrases in history/social studies *Analyze specific word choice on meaning/tone. STOP!

Fluency

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
<ul style="list-style-type: none"> *Read aloud narrative and informational text with fluency, accuracy, and appropriate pacing, expression, and intonation to support comprehension. *Use expression when reading grade-level text. *Use punctuation to assist in smooth reading. 	<ul style="list-style-type: none"> *Read aloud narrative text with fluency, accuracy and appropriate pacing, expression, and intonation to support comprehension *Use expression when reading grade-level text. *Use punctuation to assist in smooth reading. 	<ul style="list-style-type: none"> *Read aloud narrative text with fluency, accuracy, and appropriate pacing, expression, and intonation to support comprehension *Use expression when reading grade-level text. *Use punctuation to assist in smooth reading 	<ul style="list-style-type: none"> *Read aloud narrative text with fluency, accuracy, and appropriate pacing, expression and intonation to support comprehension. *Use expression when reading grade-level text. *Use punctuation to assist in smooth reading.

Writing

Ending 3rd

*Writes for a variety of purposes poetic, descriptive, narrative, informative, explanatory, biographical, and different forms of letters

*Continue spacing

*Use of capitalization, grammar structure, punctuation proper/common nouns

*Continue with using writing prompts, and own experiences to develop writing.

*ideas are in logical order and paragraphs with main idea.

*Proofreading and rewriting.

Ending 4th

*Writes for a variety of purposes poetic, descriptive, narrative, informative, explanatory, biographical, and different forms of letters, persuasive writing, reports, and autobiographies.

*Continue spacing and indenting. Also, two spaces after period in word processing.

*Use of capitalization, grammar structure, punctuation, comma in a series, apostrophes, possessives, and proper/common nouns.

*Continue with using writing prompts, and own experiences to develop writing.

* Ideas are in logical order, they have topic sentences, supporting details and conclusion.

*Prewriting, drafting, revising, editing, publishing.

Ending 5th

*Writes for a variety of purposes poetic, descriptive, narrative, informative, explanatory, biographical, and different forms of letters, persuasive writing, reports, autobiographies, opinion pieces, supporting point of view.

*Continue spacing and indenting. Also two spaces after period in word processing.

*Use of capitalization, grammar structure, punctuation, comma in a series, apostrophes, possessives, proper/common nouns, formatting illustrations and multimedia

*continue with using writing prompts, and own experiences to develop writing.

*Ideas are in logical order, they have topic sentences, supporting details and conclusion.

*Prewriting, drafting, revising, editing, rewriting, publishing or trying a new approach.

*Use of technology and internet to publish.

*Short research projects.

*Provide a list of resources

*Writing a dialogue with characters

*Uses commas to offset words (yes, no, tag, question, direct address)

*Uses underlining, quotation marks and italics for titles

Ending 6th

*Write arguments to support claims with clear reasons and evidence.

*Write informative texts in an organized manner.

*Write narratives and creative texts (fiction/nonfiction) using descriptive details and organized sequences of events.

(Use various formal writing styles and types appropriate to task or audience.

*With minimal support, use the writing process to strengthen writing skills.

*Use technology to publish writing.

*Conduct short research projects.

*Research and gather relevant information from various sources.

*Site sources

*Write over extended/various time frames.

*Independently choose writing topics and formats.

*Use transitional words in writing.

*Write informatively using science/social topics.

*Use expository writing in science and social.

Language

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
		<ul style="list-style-type: none">*Demonstrate command of English grammar and usage*Conjunctions, prepositions, interjections.*Correct verb tenses.*Correlate conjunctions (either/or, neither/nor)	<ul style="list-style-type: none">*Use conventions of Standard English correctly in writing and speaking (grammar usage and mechanics).*Correctly use capitalization, punctuation and spelling in writing.*Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking, Viewing, Listening and Media Literacy

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
		<ul style="list-style-type: none">*Engage in a range of collaborative discussions with diverse partners.*Review key ideas expressed and draw conclusions.*Summarize a written text read aloud.*Summarize the points a speaker makes distinguishing between a speaker's opinions and verifiable facts.*Avoid plagiarism*Create PowerPoints with graphics and sound.	<ul style="list-style-type: none">*Collaborate and discuss topics and texts; expressing individual opinions.*Interpret information presented in various media formats.*Persuade intended audience using factual information; supported and non-supported information.*Present gathered information in a logical, organized, and fluent oral presentation*Include various multimedia components in research (informative)*Write a speech for an intended audience/purpose*Know ethical standards in regards to various multimedia forms and copyrights.

Comprehension & Literature

Ending 3rd

*Read; listen to American Literature and other cultures.
 *Compare and contrast genre author, and theme
 *Identify similes, metaphors
 *Respond using support from text.
 Main idea and supporting details; cause and effect; problems solution.
 *Use titles, headings, captions, and illustration to predict.
 *Retell or summarize orally in writing
 *Infer main idea and identify details in nonfiction.
 *Use strategies to self-correct
 *Follow 3-step directions.
 *Real-life connections; make connections to own life and then text to text poetry
 *Know how to use diagrams and maps to answer comprehension questions. Use graphic organizers.
 *Predict throughout story
 *Identify components (character, setting, problem/climax theme) affect on the story.
 *Higher level questioning and application. Continue

Ending 4th

*Summarize text and retell
 *Use graphic organizers
 *Predict/Determine the theme
 *Identify components (character, setting, problem/climax theme) affect on the story.
 *Drawing inferences
 *Compare and contrast similar themes and topics.
 *Real-life connections make connections to own life and then text to text. Find info from various texts and make connections to self and other texts.
 *Inferences
 *Select text for a purpose (interest, academic, enjoyment).
 *Identify points of view and author's purpose
 *Read; listen to American Literature and other cultures.
 *Figurative language
 *main idea and supporting details; cause and effect; problems solution
 *Sequence of events

Ending 5th

*Quote from a text.
 *Summarize text and retell.
 *Use graphic organizers
 *Predict/Determine the theme.
 *Identify components (character, setting, problem/climax theme) affect on the story.
 *Drawing inferences
 *Compare and contrast similar themes and topics
 *Real-life connections make connections to own life and then text to text. Find info from various texts and make connections to self and other texts
 *Inferences
 *Select text for a purpose (interest, academic, enjoyment).
 *Identify points of view and author's purpose.
 *Read; listen to American Literature and other cultures.
 *Figurative language.
 *Main idea and supporting details; cause and effect; problems solution.
 *Sequence of events

Ending 6th

LITERATURE
 *Cite evidence to support analysis of text (inferential and explicit)
 *Determine theme, main idea
 *Summarize without personal opinions
 *Describe how plot moves to resolution
 *Describe how characters respond and change as plot continues to resolution
 *Explain how author develops point of view of speaker including MN American Indians.
 *Compare and contrast the experiences of reading a story, drama, poetry, to viewing video, and hearing auditory.
 *Compare and contrast genre-including MN American Indians.
 *Read and comprehend various genres at independent reading levels.
 INFORMATIONAL
 *Analyze text and cite evidence specifically to support analysis.
 *Determine central idea and summarize without personal opinion.
 *Analyze in detail how key individual, event, or idea is conveyed in text.
 *Analyze how structure of text contributes to development of ideas.
 *Determine author's point of view or purpose of texts.
 *Use different media format to develop understanding of

<p>with inferring and critical thinking.</p> <p>*Genres-retail (fiction, non-fiction, historical fiction, fables, folk-tales, poetry, biography, autobiography) Text features-into paragraph</p> <p>*Stanza, lines of poems, ordinal numbers and words</p> <p>*Identify points of view and author's purpose. Reread when comprehension breaks down.</p> <p>*Select text for a purpose (interest, academic, enjoyment)</p>			<p>topic.</p> <p>*Self select information texts at their reading levels.</p> <p>HISTORY/SOCIAL STUDIES</p> <p>*Determine central ideas</p> <p>*Identify key individuals and processes in history/social.</p> <p>*Determine meaning of words in text.</p> <p>*Describe format/organization structure of text.</p> <p>*Distinguish among fact/opinion.</p> <p>*Analyze relationships between primary and secondary source</p> <p>SCIENCE/TECHNOLOGY</p> <p>*Determine central ideas</p> <p>*Follow a multistep procedure when carrying out experiments</p> <p>*Understand scientific terms.</p> <p>*Explain scientific procedures.</p> <p>*Understand and interpret charts, graphs, models and experiments</p> <p>*Find evidence to support their claim.</p> <p>*Use multimedia sources.</p>
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2.) Surveys are given out to all the teachers three times a year to assess the program, interventions, and growth of students. This survey is also given to the parents. We have a Title I advisory council that meets four times a year to improve communications and have their input be part of the program. We will review information accessibility and how we can improve this from year to year.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically based reading instruction.

1.) Vertical teaming, aligning curriculum with standards, and matching up skills from grade level to grade level. We form PLC's to include teachers of all subjects to meet reading needs and we meet monthly. Best practice for reading instruction through staff development. Grade level team meetings throughout the week.

- 2.) Through common preps and staff development days we will focus on reading instruction.
- 3.) Through the use of fidelity checks we will meet to discuss core instruction. Through our MTSS teams and staff development we will focus on instructional interventions. Providing teachers with research-based instructional strategies to deliver instructional interventions with students in need. We have had several staff development days and will continue to have more with the Reading Streets Instructional Advisors.
- 4.) Peer coaching is used to support staff in developing effective instruction and delivery tools with elementary principal involvement. Pre and post conferences with classroom observations help core instruction development and improvement on differentiation. New teacher meetings are held to research reading strategies and behavior management techniques to help with core instruction. We continue to look at ways to enhance the learning environment.
- 5.) Based on the assessments of FAST, MCA's and Reading Streets assessments:
 - *Our staff uses the data at the beginning of the year, middle of the year and end of the year to discuss what professional development strategies we should focus on.
 - *Our administration team meets two times a month to discuss data and drive our staff development decisions.
 - *We will use surveys of staff and parents to prioritize instructional interventions.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.

- 1.) Through our Tier 1, 2, and 3 listed above we use scientifically researched programs for interventions with our students at need. For all students we enhance reading instruction through differentiation and Reading Streets Curriculum Copyright 2010.
- 2.) We use weekly and unit assessments, which are used to drive PLC development and modification for future staff development.
- 3.) We continue to use peer coaching, fidelity check and classroom observations to support staff in implementing quality instructional practices.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.

ELL PLAN

Our (ELL) English Language Learner Plan is written to ensure that students whose first language is not English receive the proper instruction and support to meet their individual needs. The ELL teacher communicates regularly with our classroom teacher to support the students' needs. During our teacher in-service days our ELL teacher works with grade level teams to see where our ELL students are at academically and provide instruction necessary to support their individual needs.

Students who are serviced through our ELL program receive pull-out instruction and/or push-in instruction based on their individual needs. Our ELL instruction focuses on vocabulary to support the

students' fluency and comprehension of their academic content. After school tutoring is provided for ELL students. During this time fluency, vocabulary and comprehension instruction is provided. An interpreter is available during conferences, meetings, and for phone calls to effectively communicate with non-English speaking parents. A goal of our ELL program is to teach skills to our students that will allow them access to their core instruction. Our ELL program educates teachers and staff members on ways to support ELL student needs in the classroom.

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

- 1.) Our screening tool is FAST. It is given to the students in the fall, winter, and spring. The progress-monitoring tool for students who are at the 25th percentile to the 11th percentile will be progress two times a month through FAST. The progress-monitoring tool for students who are at the 10th percentile and below are progress-monitored weekly. Diagnostic tests will be given through spelling inventories from Words Our Way, Running Reading Records, Woodcock Johnson, and A to Z benchmark as we see fit. We will be submitting our spring data to the Commissioner. Classroom teachers use current data along with student data history to provide proper instruction for each individual student.
- 2.) To determine proficiency, we will use the benchmark springs scores from FAST listed above. The data is collected in May and submitted by classroom teachers to the FAST secured website.
- 3.) Through staff development days, grade level meetings, PLC's, MTSS meetings and monthly interventional specialist's meetings, we continue to review data to drive instructional decisions.

*Link to the standards website.

- A. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

Byron Public Schools Scientific Research Based Instruction (SRBI) Plan

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted **from** supporting staff in implementing the components of SRBI **to** using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency: Zumbro Education District 531

School Sites Implementing Scientific Research Based Intervention Systems: Byron Primary School, Byron Intermediate School and Byron Middle School

B. Contact information for program lead

Name Janeen Eddie **Title/Position** Special Education Coordinator
Phone: 507.624.0311 **Email** janeen.eddie@byron.k12.mn.us

Name: Amanda Durnen **Title/Position:** Byron Primary School Principal
Phone: 507.624.0311 **Email:** amanda.durnen@byron.k12.mn.us

Name: Abe Rodemeyer **Title/Position:** Byron Intermediate Principal
Phone: 507.775.6620 **Email:** abe.rodemeyer@byron.k12.mn.us

Name: Richard Swanson **Title/Position:** Byron Middle School Principal
Phone: 507.775.2189 **Email:** richard.swanson@byron.k12.mn.us

Name: Jessica Denter **Title/Position:** Director of Curriculum, Instruction & Assessment
Phone: 507.624.0356 **Email:** jessica.denter@byron.k12.mn.us

Staff Completing the Plan:

Janeen Eddie (Special Education Coordinator) & Jessica Denter (Director of Curriculum, Instruction & Assessment)

II. SRBI System Approach: Describe the continuum of supports. Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

The standard treatment protocol is attached.

All students in grades K-2 receive 120 minutes of Tier 1 reading instruction per day and all students in grades 3-4 receive 90 minutes of Tier 1 reading instruction per day. *Reading Street*, published by Scott Foresman, is the core reading curriculum connected to the Minnesota State standards used for K-5. All students in grades 6-8 receive 83 minutes of Tier 1 reading instruction per day. Code X, published by Houghton Mifflin Harcourt, is the core reading curriculum connected to the Minnesota State standards used for 6-8.

Benchmark data is collected 3 times a year (September, January, May) using FAST CBMR. The FAST aReading and aMath will be administered twice a year as a screener. However, at risk and new students will be assessed in the winter also. The Minnesota Comprehensive Assessments are taken each spring for grades 3-8 also.

If a student's FAST score falls below the 40th percentile, the data is reviewed first by the grade level teams. Students who are determined to be below grade level benchmarks are then placed into Tier 2 intervention. This intervention consists of direct instruction 4-5 days a week for 25-30 minutes per session. The students are grouped together in small groups and provided intervention in their area of need according to the five pillars of language development (phonemic awareness, phonics, vocabulary, fluency, and comprehension). This instruction time is in addition to, not a replacement of language arts instruction. Examples of these Tier 2 interventions include *Phonemic Awareness*, *Project Read*, *Read Naturally*, *Minnesota Reading Corp*, *Florida Center for Reading Research* and *PRESS*.

These students then are progress monitored using FAST and or PRESS every other week to determine the interventions effectiveness.

If it is determined that progress is being made, the intervention is continued until grade level benchmark is met. If progress is not being made or a decline is shown for at least 6-8 data points, then the student is brought to the school's Multi-Tiered Systems of Support Team (MTSS). This team is made up of the building principal, school counselor, special education coordinator, reading specialist/interventionist and a teacher representative, as needed, and the district psychologist, as needed. Data is reviewed and instruction is adjusted accordingly. The classroom teacher may be invited to the MTSS meetings as needed, to share their data or seek out other interventions, if their student(s) are not having success. Each building has their own separate MTSS meeting weekly, with the intermediate and primary combining a least once a month, and middle school meeting every other week. During the MTSS meetings, alternative intervention is discussed, data is shown, fidelity and effectiveness of interventions are discussed, and Tier 3 intervention is considered.

When the team determines that Tier 3 intervention is required - student is in the 15th percentile or below using FAST data, parents will be notified either by email or at school conferences in a letter/email format. The student will receive a minimum of 20-30 minutes of one-to-one or one-to-three small group instruction. At the Middle School, more intensive small group instruction will occur. This will be provided up to 5 times a week by a reading specialist, classroom teacher or a highly qualified paraprofessional under the direction of a classroom teacher. The Tier 3

instruction time is in addition to the Tier 1 and Tier 2 interventions already in place. Research-based intervention connected to the five pillars of language development (phonemic awareness, phonics, vocabulary, fluency or comprehension) is provided during this time such as *Florida Center for Reading Research* or *A to Z* intervention, and or PRESS. As aforementioned, students progress is monitored using FAST CBMR and or PRESS. However the frequency is increased to one time each week rather than every other week. The MTSS team monitors progress along with the classroom teacher. If the data points that are collected show progress is being made, the intervention is maintained. If progress is showing no increase or a decline, a recommendation is made to our MTSS team for the student to be evaluated for possible special education evaluation.

BYRON MTSS PROCESS FLOW CHART:



III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)

As required in Minn. R. 3525.1341 Subp. 4.

FAST Screening processes takes place in district schools three times per year. Fall is measured during the month of September. Winter is measured during the month of January. Spring is measured in May.

FAST Benchmarking in the areas of Math and Reading takes place in district schools three per year. Fall is measured in the month of September, Winter is measured in January. Spring is measured during the month May.

MCA assessments take place in district schools one time in the Spring in grades 3, 4, 5, 6, 7, and 8.

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

DISTRICT CUTOFFS: FAST Early Reading Composite (Scores are >40th Percentile)

Assessment Name: Early Reading Composite	Fall	Winter	Spring
Grade K Decodable Words (DW)	0	3	10
Grade K Letter Naming Fluency (LN)	20	42	50
Grade K Letter Sound Fluency (LS)	5	29	41
Grade K Onset Sounds (OS)	12	16	16
Grade K Word Segmenting (WS)	3	26	30
Grade K Sight Words (SW)	--	9	20
Grade 1 Letter Sound Fluency (LS)	27	40	--
Grade 1 Decodable Words (DW)	9	15	20
Grade 1 Sentence Reading (SR)	14	--	--
Grade 1 Sight Words (SW)	17	50	67
Grade 1 Word Segmenting (WS)	27	31	32

DISTRICT CUT OFFS: FAST Fluency (Scores are >40th Percentile)

Assessment Name: Fluency CBM	Fall	Winter	Spring
Grade 1 CBM	14	43	71
Grade 2 CBM	58	87	106
Grade 3 CBM	90	116	131
Grade 4 CBM	116	136	150
Grade 5 CBM	133	151	163
Grade 6 CBM	142	159	172
Grade 7 CBM	141	146	162
Grade 8 CBM	144	143	164

DISTRICT CUT OFFS: FAST aReading (Scores are >40th Percentile)

Assessment Name: FAST aReading	Fall	Winter	Spring
Grade 1 aReading	435	454	471
Grade 2 aReading	469	481	489
Grade 3 aReading	487	497	503
Grade 4 aReading	500	507	513
Grade 5 aReading	509	517	522
Grade 6 aReading	512	523	527
Grade 7 aReading	520	525	531
Grade 8 aReading	526	530	536

DISTRICT CUTOFFS: MCA (Scores are all less than the state proficiency benchmark)

Assessment Name: MCA III Reading	Spring
3rd Grade MCA Reading	Does Not or Partially Meets (348 or Below)
4th Grade MCA Reading	Does Not or Partially Meets (448 or Below)
5th Grade MCA Reading	Does Not or Partially Meets or Meets (552 or Below)
6th Grade MCA Reading	Does Not or Partially Meets or Meets (651 or Below)
7th Grade MCA Reading	Does Not or Partially Meets (748 or Below)
8th Grade MCA Reading	Does Not or Partially Meets (849 or Below)

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Kindergarten Reading: ZED DISTRICT/FAST

Grade K	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Letter Sound Fluency	5 lsc + Sept 27 lsc + Jan 39 lsc + May	1.07 sounds per week	98%	K	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 5 lsc Sept < 29 lsc Jan < 41 lsc May	1.05 sounds per week	<98%	K	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 1 lsc Sept < 15 lsc Jan < 30 lsc May	0.84 sounds per week		K	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

1st Grade Reading: ZED DISTRICT/ FAST

Grade 1	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 16 wcpm + Sept > 44 wcpm + Jan > 72 wcpm + May	1.71 words per week	98% +	1	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 14 wcpm + Sept < 43 wcpm + Jan < 71 wcpm + May	1.66 words per week	95-97%	1	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
(Tier III) Tertiary	< 8 wcpm Sept < 23 wcpm Jan < 45 wcpm May	1.07 words per week	<95%	1	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

2nd Grade Reading : ZED DISTRICT/ FAST

Grade 2	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 59 wcpm + Sept > 88 wcpm + Jan > 107 wcpm + May	1.34 words per week	98% +	2	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 58 wcpm + Sept < 87 wcpm + Jan < 106 wcpm + May	1.39 words per week	95-97%	2	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
(Tier III) Tertiary	< 30 wcpm Sept < 61 wcpm Jan < 79 wcpm May	1.42 words per week	< 95%	2	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

3rd Grade Reading: ZED DISTRICT/ FAST

Grade 3	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 94 wcpm + Sept > 120 wcpm + Jan > 134 wcpm + May	1.16 words per week	98% +	3	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 90 wcpm + Sept < 116 wcpm + Jan < 131 wcpm + May	1.19 words per week	95-97%	3	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

(Tier III) Tertiary	< 62 wcpm Sept < 89 wcpm Jan < 103 wcpm May	1.19 words per week	< 95%	3	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
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4th Grade Reading : ZED DISTRICT/ FAST

Grade 4	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 117 wcpm + Sept > 137 wcpm + Jan > 151 wcpm + May	0.99 words per week	98% +	4	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 116 wcpm + Sept < 136 wcpm + Jan < 150 wcpm + May	0.99 words per week	95-97%	4	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
(Tier III) Tertiary	< 92 wcpm Sept < 110 wcpm Jan < 122 wcpm May	0.87 words per week	< 95%	4	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

5th Grade Reading : ZED DISTRICT/ FAST

Grade 5	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 134 wcpm + Sept > 152 wcpm + Jan > 164 wcpm + May	0.81 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 133 wcpm + Sept < 151 wcpm + Jan	0.87 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

	< 163 wcpm + May				
(Tier III) Tertiary	< 107 wcpm Sept < 123 wcpm Jan < 137 wcpm May	0.87 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

6th Grade Reading : ZED DISTRICT/ FAST

Grade 6	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 143 wcpm + Sept > 160 wcpm + Jan > 173 wcpm + May	0.84 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 142 wcpm + Sept < 159 wcpm + Jan < 172 wcpm + May	0.87 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
(Tier III) Tertiary	< 116 wcpm Sept < 131 wcpm Jan < 144 wcpm May	0.81 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

7th Grade Reading : ZED DISTRICT/ FAST

Grade 7	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 142 wcpm + Sept > 147 wcpm +Jan > 163 wcpm +May	0.61 words per week	98% +	7	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

(Tier II) Secondary	< 141 wcpm + Sept < 146 wcpm + Jan < 162 wcpm + May	0.61 words per week	95-97%	7	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
(Tier III) Tertiary	< 116 wcpm + Sept < 113 wcpm + Jan < 132 wcpm + May	0.46 words per week	< 95%	7	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

8th Grade Reading : ZED DISTRICT/ FAST

Grade 8	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction Oral Reading Fluency	> 145 wcpm + Sept > 144 wcpm + Jan > 165 wcpm + May	0.55 words per week	98% +	8	Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 144 wcpm + Sept < 143 wcpm + Jan < 164 wcpm + May	0.58 words per week	95-97%	8	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
(Tier III) Tertiary	< 114 wcpm + Sept < 111 wcpm + Jan < 136 wcpm + May	0.64 words per week	< 95%	8	Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

ZED DISTRICT: FAST

Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary / tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are

modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes

SCHOOL DISTRICT: MCA

The MCA assessment is given once a year at our school sites in grades 3-8. The MCA assesses general reading ability. Scripted directions are provided to each student and then taken independently. Tests are sent to MDE and scores are provided back to schools within a few months time. MCA Scores are normed against other students at the same grade level across the state. The MCA assessment is used as part of our triangulation data to determine student reading proficiency and whether more intervention is needed.

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

- A. **Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area.** Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level K/1	Content Area			
Level of Intervent ion	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/durati on of Intervention Required in Minn. R. 3525.1341 Subp. 4		120 MINUTES DAILY ALL YEAR	DAILY UNTIL TEST INDICATE GRADE LEVEL/ 30 MINUTES/ 4 DAYS	25 MINUTES / 4 DAYS A WEEK
Focus of intervention		5 PILLARS OF READING: PHONEMIC AWARENESS, DECODING, FLUENCY, VOCABULARY, COMPREHENS ION	SMALL GROUP 5 PILLARS OF READING: PER SONALIZED TO AREA OF SPECIFIC NEED.	AREAS OF IDENTIFIED SPECIFIC NEED. Read Naturally PRESS Words their Way
List the research- based				

instructional approaches to be used		<u>WHOLE GROUP AND SMALL GROUP</u> (DIRECT INSTRUCTION DIFFERENTIATED TO STUDENT NEED)	<u>SMALL GROUP/EXPLICIT INSTRUCTION</u> (REPEATED READING, ADULT MODELING, PARTNER READING)	<u>INDIVIDUALIZED/SYSTEMATIC INSTRUCTION</u> (REPEATED READING, ADULT MODELING)
List the materials to be used (e.g., components, programs, series, texts/reading series)		READING STREET (SCOTT FORESMAN) PRESS	FLORIDA CENTER OF READING RESEARCH. PROJECT READ PRESS MY SIDEWALKS GUIDED READING AMERI-CORP READING PROGRAM Zoophonics	A TO Z INTERVENTION FLORIDA CENTER OF READING RESEARCH Read Naturally PRESS Words their Way The 6 Minute Solution Zoophonics
Describe how instruction delivered, for how many minutes per day, days/week		120 MINUTES/ 5 DAYS A WEEK	30 MINUTES / 4 DAYS A WEEK	20 MINUTES / 4 DAYS A WEEK
Describe who delivers instruction/ratio of students to staff		CLASSROOM TEACHER 1:20	CLASSROOM TEACHER, 1:5 MN READING CORP, 1:1 READING SPECIALIST, 1:5	LICENSED READING SPECIALIST 1:3
Progress Monitoring Data to be collected Required in Minn. R.		FAST PROBES 3 TIMES A YEAR (K:LS, 1:NSF)	PROGRESS MONITOR EVERY 2 WEEKS	PROGRESS MONITOR EVERY WEEK

3525.1341 Subp.3 F.		FAST aREADING 2 TIMES A YEAR		
Grade Level: 2 ND – 4 th	Content Area: Reading			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		90 MINUTES / 5 DAYS A WEEK	DAILY UNTIL TEST SCORES INDICATE GRADE LEVEL/ 30 MINUTES/ 4 DAYS	25 MINUTES / 4 DAYS A WEEK
Focus of intervention		5 PILLARS OF READING: PHONEMIC AWARENESS, DECODING, FLUENCY, VOCABULARY, COMPREHENSION	SMALL GROUP 5 PILLARS OF READING: PER SONALIZED TO AREA OF SPECIFIC NEED.	AREAS OF IDENTIFIED SPECIFIC NEED FOUNTAS AND PINNELL
List the research- based instructional approaches to be used		<u>WHOLE GROUP AND SMALL GROUP</u> (DIRECT INSTRUCTION DIFFERENTIATED TO STUDENT NEED)	<u>SMALL GROUP/EXPLICIT INSTRUCTION</u> (REPEATED READING, ADULT MODELING, PARTNER READING)	<u>INDIVIDUALIZED/SYSTEMATIC INSTRUCTION</u> (REPEATED READING, ADULT MODELING)
List the materials to be used (e.g., components, programs, series, texts/reading series)		READING STREET (SCOTT FORESMAN) DAILY 5	FLORIDA CENTER OF READING RESEARCH. PROJECT READ MY SIDEWALKS GUIDED READING	A TO Z INTERVENTION FLORIDA CENTER OF READING RESEARCH Read Naturally PRESS Words their Way

			AMERI-CORP READING PROGRAM PRESS	The 6 Minute Solution
Describe how instruction delivered, for how many minutes per day, days/week		120 MINUTES/ 5 DAYS A WEEK	30 MINUTES / 4 DAYS A WEEK	20 MINUTES / 4 DAYS A WEEK
Describe who delivers instruction/ratio of students to staff		CLASSROOM TEACHER 1:23 (2 nd) 1:25 (3 rd) 1:28 (4 th)	CLASSROOM TEACHER, 1:5 MN READING CORP, 1:1 READING SPECIALIST, 1:5	READING SPECIALIST 1:3
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.		FAST PROBES 3 TIMES A YEAR (2:CBM, 3:CBM, 4:CBM) FAST aREADING 2 TIMES A YEAR	PROGRESS MONITOR EVERY 2 WEEKS	PROGRESS MONITOR EVERY WEEK

B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based. Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research

WWC = What Works Clearinghouse

National Reading Panel areas of instruction for which the intervention was designed:

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
Duet Reading	F	1 thru 5	<ul style="list-style-type: none"> • Aulls, M.W., (1982). Developing Readers in Today's Elementary Schools. Allyn & Bacon: Boston. • Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books.

			<ul style="list-style-type: none"> •Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. Theory into Practice, 30 (3), 165-175. •Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77. • Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. Learning Disability Quarterly, 15, 21–27.
Early Reading Intervention: Scott Foresman	PA, Ph, F, V	K,1	<ul style="list-style-type: none"> •FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is aligned with current scientifically based reading research”.
FCRR Strategies	PA, Ph, F, V, C	K-5	<p>FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: http://www.fcrr.org/assessment/ET/pdf/references.pdf</p>
Great Leaps	PA, Ph, F	K-8**	<p>FCRR -“consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research supporting Great Leaps is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> • Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. Learning Disabilities Research & Practice, 15, 179-189. • Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. Perspectives, 2 (1) 15-18.
Language!	PA & Ph	3 through 12	FCRR – 3+’s in all NRP areas, except vocabulary but “preliminary research results are very promising
Letter/Sound Correspondence	PA	preK – K,1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. •Adams, M.J. (2001).Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. • Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. Intervention in school and clinic, 34(5), 271-277.
Newscaster	F	1-5	<ul style="list-style-type: none"> • Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy. • Dowhower. S.L. (1987). Effects of repeated reading on second-grade transitional readers’ fluency and comprehension. Reading Research Quarterly. 22, 389-406. (listening to a tape). • Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. Academic Therapy, 4, 277-282. • Rasinski, T.V. (2003). The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books. • Searfoss, L. (1975). Radio Reading. The Reading Teacher, 29, 295-296. • Stahl S. (2004). What do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., & Chabra, V. (Eds. The Voice of Evidence in Reading Research. Brookes: AU.

Partner Reading/ Pairs Reading	F		Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes & Fuchs, 1993, Mathes, et.al, 1994. The effectiveness of this instructional practice in general education and special education classrooms has been well established.
Pencil Tap		For students who have decoding skills but need to use them consistently	<ul style="list-style-type: none"> • Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>. 77(1, 81-112). • Howell, K., W., & Nolet, V., (2000). <i>Curriculum-Based Evaluation: Teaching and Decision Making</i> 3rd Ed. Belmont, CA: Wadsworth. • Lysakowski, R.S., & Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. <i>American Educational Research Journal</i> Vol 19(4., 559-578 • Tenenbaum, G., & Goldring, E. (1989). A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. <i>Journal of Research & Development in Education</i>. Vol 22(3. 53-64)
Phoneme Blending	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002.. <i>Strategies for teaching students with learning and behavioral problems</i> (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. <i>Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis</i>. <i>Reading Research Quarterly</i>, 36(3.. 250-287. • Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), <i>Comparative Reading</i> (pp.551-579.. New York: MacMillan. • National Reading Panel. (2000.. <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. <i>Remedial and Special Education</i>, Vol 25(3. 189-196. • Smith, C.R. (1998.. <i>From gibberish to phonemic awareness: Effective decoding instruction</i>. <i>Exceptional Children</i>, Vol 30(6. 20-25 <ul style="list-style-type: none"> • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. <i>Phonological Awareness: Research bases</i>. In D.C. Simmons & E.J. Kame'enui (Eds.), <i>What Reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review</i>, 24, 443-455.
Phoneme Segmenting	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990.. <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press. • Blachman, B. A. (1991.. <i>Early intervention for children's reading problems: Clinical applications of the research on phonological awareness</i>. <i>Topics in Language Disorders</i>, 12, 51-65. • Bos, C.D., & Vaughn, S. (2002.. <i>Strategies for teaching students with learning and behavioral problems</i> (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. <i>Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis</i>. <i>Reading Research Quarterly</i>, 36(3.. 250-287. • National Reading Panel. (2000.. <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. <i>Remedial and Special Education</i>, Vol 25(3. 189-196. • Smith, C.R. (1998.. <i>From gibberish to phonemic awareness: Effective decoding instruction</i>. <i>Exceptional Children</i> Vol 30(6. 20-25.

			<ul style="list-style-type: none"> • Smith, S.B., Simmons, D.C., & Kame'enui, E. J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443–455.
Read Naturally	F	1 thru 5	FCRR-but none are controlled studies
Read Well: Read Well K Read Well 1 Read Well Plus	PA, Ph, F, V, C	K-3	FCRR- “the instructional content and design of <i>Read Well</i> is consistent with the most recent research in reading. These studies demonstrate that exposure to <i>Read Well K</i> and <i>Read Well 1</i> increase student performance on reading and language standardized test scores.”
Repeated Readings	F	K-12	<ul style="list-style-type: none"> • Moyer, S.B. (1982). Repeated reading. Journal of Learning Disabilities, 45, 619-623 • Rasinski, T.V. (1990). Effects of repeated reading and listening –while-reading on reading fluency. Journal of Educational Research, 83(3), 147-150. • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. Reading Research Quarterly. 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. The Reading Teacher, 32, 403-408. • Samuels, S.J., (1987). Information processing abilities and reading. Journal of Learning Disabilities, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O’Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. Journal of Educational Research, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis .Remedial and Special Education. 25(4) 252-261
Road to the Code	PA & Ph	K,1	FCRR-“These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills.”
Stop and Go	F, C	1-5	<ul style="list-style-type: none"> • Blevins, W. (2001.. Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. • Rasinski, T., & Padak, N. (1994.. Effects of fluency development on urban second-graders. Journal of Education Research, 87. • Rasinski, T.V. (2003.. The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.
Word Blending	PA & Ph	K-5 +	<ul style="list-style-type: none"> • Adams, M.J. (2001).Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. • Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240. Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651.
Words Their Way / Word Sorts	Ph & V (leadin g to	Pre-K thru 12	<ul style="list-style-type: none"> • Morris, D. Word sort: A categorization strategy for improving word recognition ability. Reading Psychology, 3, 247-259. • Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. School Psychology Review, 31 122-129.

	increased fluency)		<ul style="list-style-type: none"> Based on research on developmental spelling and word knowledge (see references list p. 428-433 in “Words their Way” book.
PRESS	PA, P, F	K-2	<ul style="list-style-type: none"> Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240. Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651. https://mcrr.umn.edu/sites/mcrr.dl.umn.edu/files/systematicliteracyimprovement.pdf https://mcrr.umn.edu/sites/mcrr.dl.umn.edu/files/implementing_effective_reading_interventions.pdf https://mcrr.umn.edu/sites/mcrr.dl.umn.edu/files/20180807_slw_parkerdavid.pdf
The 6 Minute Solution	F	K-9	<ul style="list-style-type: none"> Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. Dowhower, S.L. (1991). Speaking of prosody: Fluency’s unattended bedfellow. Theory into Practice, 30 (3), 165-175. Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77. Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. Learning Disability Quarterly, 15, 21–27. https://www.voyagersopris.com/docs/default-source/literacy/six-minute-solution/six-minute_solution_field_tests.pdf?sfvrsn=7f06ed54_4
Zoophonics	P	K-2	<ul style="list-style-type: none"> https://zoo-phonics.com/wp-content/uploads/2016/01/04-Kindergarten-Flyer-2016-2017.pdf https://zoo-phonics.com/wp-content/uploads/2016/01/06-STAR-Testing-First-Grade-2016-2017.pdf https://zoo-phonics.com/wp-content/uploads/2017/04/07-041817-Pre-and-K-in-CA-KY-and-OK-4-studies.pdf

V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Kindergarten Reading: SCHOOL DISTRICT/FAST aReading

Grade K	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	>388 Sept > 418 Jan > 436 May	5.98 points from Fall to Spring	50% and up	K	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

(Tier II) Secondary	< 387 Sept < 417 Jan < 435 May	5.98 points from Fall to Spring	25% and 49%	K	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 373 Sept < 391 Jan < 416 May	5.35 points from Fall to Spring	24% and below	K	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

1st Grade Reading: SCHOOL DISTRICT / FAST aReading

Grade 1	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	> 436 Sept > 455 Jan > 472 May	4.48 points from Fall to Spring	50% and up	1	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier 2) Secondary	< 435 Sept < 454 Jan < 471 May	4.48 points from Fall to Spring	25% and 49%	1	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier 3) Tertiary	< 416 Sept < 440 Jan < 453 May	4.61 points from Fall to Spring	24% and below	1	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

2nd Grade Reading : SCHOOL DISTRICT / FAST aReading

Grade 2	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	> 470 Sept > 482 Jan > 490 May	2.37 points from Fall to Spring	50% and up	2	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 469 Sept < 481 Jan < 489 May	2.49 points from Fall to Spring	25% and 49%	2	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 450 Sept < 470 Jan < 477 May	3.36 points from Fall to Spring	24% and below	2	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

3rd Grade Reading: SCHOOL DISTRICT / FAST aReading

Grade 3	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	> 488 Sept > 498 Jan > 504 May	1.87 points from Fall to Spring	50% and up	3	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 487 Sept < 497 Jan < 503 May	1.99 points from Fall to Spring	25% and 49%	3	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 475 Sept < 482 Jan < 489 May	1.74 points from Fall to Spring	24% and below	3	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

4rd Grade Reading : SCHOOL DISTRICT / FAST aReading

Grade 4	Benchmark	Slope (Growth)	% Mastery	Level	Other
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(Tier I) Core Instruction	> 501 Sept > 508 Jan > 514 May	1.62 points from Fall to Spring	50% and up	4	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 500 Sept < 507 Jan < 513 May	1.62 points from Fall to Spring	25% and 49%	4	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 486 Sept < 494 Jan < 499 May	1.62 points from Fall to Spring	24% and below	4	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

5th Grade Reading: SCHOOL DISTRICT/FAST aReading

Grade 5	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	> 510 Sept > 518 Jan > 523 May	1.49 points from Fall to Spring	50% and up	5	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 509 Sept < 517 Jan < 522 May	1.62 points from Fall to Spring	25% and 49%	5	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 497 Sept < 531 Jan < 507 May	1.24 points from Fall to Spring	24% and below	5	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

6th Grade Reading: SCHOOL DISTRICT/FAST aReading

Grade 6	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	> 517 Sept > 524 Jan > 528 May	1.24 points from Fall to Spring	50% and up	6	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 516 Sept < 523 Jan < 527 May	1.37 points from Fall to Spring	25% and 49%	6	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 502 Sept < 508 Jan < 512 May	1.24 points from Fall to Spring	24% and below	6	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

7th Grade Reading: SCHOOL DISTRICT/FAST aReading

Grade 7	Benchmark	Slope (Growth)	% Mastery	Level	Other
(Tier I) Core Instruction	> 521 Sept > 526 Jan > 532 May	1.37 points from Fall to Spring	50% and up	7	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 520 Sept < 525 Jan < 531 May	1.37 points from Fall to Spring	25% and 49%	7	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 504 Sept < 509 Jan < 514 May	1.24 points from Fall to Spring	24% and below	7	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

Grade 8 Reading: SCHOOL DISTRICT/FAST aReading

Grade 8	Benchmark	Slope (Growth)	% Mastery	Level	Other
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(Tier I) Core Instruction	> 527 Sept > 531 Jan > 537 May	1.24 points from Fall to Spring	50% and up	8	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier II) Secondary	< 526 Sept < 530 Jan < 536 May	1.24 points from Fall to Spring	25% and 49%	8	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
(Tier III) Tertiary	< 508 Sept < 515 Jan < 518 May	1.24 points from Fall to Spring	24% and below	8	Students progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

B. Describe the rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

ZED DISTRICT: FAST

Decision rules were established during the 2010 school year and are periodically reviewed to ensure they are being applied. Data on students who receive secondary / tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected.

SCHOOL DISTRICT: FAST

Decision rules were established during the 2010 school year and are periodically reviewed to ensure they are being applied. Data on students who receive secondary / tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected.

C. Special Education Progress Monitoring and Exit Criteria. Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

Yes No

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

Yes No

What are the special education exit criteria for students?

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives.
3. The student can access and perform adequately in the general curriculum
4. During 3-year re-assessment/evaluation student does not meet continuing need to perform in the classroom.
5. A student exiting special education services may have a 504 Plan created to continue accommodations/modifications that were successful in the classroom.

The school-wide method for evaluating student progress in special education includes Progress reporting in FASTBridge, State and District standardized testing.

The team will consider exiting the student if the following conditions are met:

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency *and*
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

VI. Parental Notification and Consent Policies

A. Describe the parent notification and consent policies. Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.
- Data collected regarding the nature of the child's performance.
- When a parent notified of the due process procedures and protections.
- The instructional strategies and services provided to increase the student's rate of learning. Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.

- Data collected regarding the nature of the child's performance.
Progress monitoring data will be collected twice a month for Tier 2 and at least weekly for Tier 3 services.
- When a parent is notified of the due process procedures and protections.
Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services.



Multi-Tiered Systems of Support (MTSS):

IS NOT...

- A pre-referral system
- An individual teacher, classroom, or special education program
- An added period of reading instruction or a separate stand-alone initiative
A student accommodation such as preferential seating, shortened assignments, classroom observations, suspension, or retention
- A one shot attempt for remediation

Contacts:

ZED 507.775.1007
Executive Director: Patrick Gordon
Special Education Coordinator: Lynn Roca
Reading Specialist: Melissa Murno

ZED Schools:

**Blooming Prairie
Elementary**
507.583.6615

**Blooming Prairie
High School**
507.583.4426

Byron Primary
507.624.0311

Byron Intermediate
507.775.6620

Hayfield Community
507.477.3236

**Kasson-Mantorville
Elementary**
507.634.1234

**Kasson-Mantorville
Middle School**
507.634.4030

Pine Island Schools
507.356.8581

Stewartville Bonner
507.533.1666

Stewartville Bear Cave
507.533.1400

Triton Schools
507.374.2258

Parents are notified when...

- Your child is referred to a Tier 2 or Tier 3 program
- There is a change in programming that requires additional time for instruction
- Consent is required when your child is referred for further evaluation through special education

Zumbro Education District

801 Frontage Rd. NW
Byron, MN 55920
www.zumbroed.org



Multi-Tiered System of Support (MTSS) Notification:

Information About Your Child's Educational Program

Your child's school district and the Zumbro Education District are committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and use this information to make instructional decisions. The process used by teachers in your child's school is called Multi-Tiered Systems of Support (MTSS). Look inside to see how this process can help your child become a better student.

Revised 10/2017

What are Multi-Tiered Systems of Support?

Multi-Tiered Systems of Support is an approach to the early identification and support of students with learning and behavioral needs that includes multiple tiers. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Then, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

It includes:

- Scientifically based tiered classroom instruction
- Ongoing student assessment
- Data based decision making



IMPROVING EDUCATION FOR ALL STUDENTS!

What Is Tiered Instruction?

Tier 1: Benchmark Level

All students receive instruction in the general education classroom using core curriculum; about 80% of students achieve at this level.

Tier 2: Strategic Level

Students who do not respond adequately to the core curriculum usually make up approximately 15% of the school population. These students are considered "at-risk" and are then provided supplemental instruction/intervention.

Tier 3: Intensive Level

Approximately 5% of students in schools do not adequately respond to both core curriculum and strategic level interventions they then need more intensive, individualized support. Interventions are monitored and evaluated using student response data and feedback from staff observations.

WHAT TYPE OF DATA MAY BE COLLECTED ON MY CHILD?

- Reading & Math Curriculum-Based Measurement: benchmark and progress monitoring results
- Behavior charting
- Measures of Academic Progress & MN Comprehensive Assessment
- Adaptive Reading and Math results

HOW OFTEN IS THE DATA COLLECTED?

- All tiers of instruction are assessed three times per year to collect benchmark data
- Progress monitoring data is collected with increasing frequency based on tier placement
 - Tier 2: Progress monitoring 2 times/month
 - Tier 3: Progress monitoring weekly

WHO LOOKS AT THE DATA?

- Teams of educational professionals who meet regularly to discuss your child's progress towards MN academic standards.

WHAT IS MY ROLE AS A PARENT IN THE PROCESS?

- Co-communicator, Co-supporter, Co-learner, Co-teacher

WHAT ARE MY RIGHTS AS THE PARENT?

- To be informed on your child's progress
- To be given informed consent means that parents are fully informed of all information relevant to their student
- To request a special education evaluation

VII. Procedures for Ensuring Integrity of Implementation In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation. **Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).**

A. Briefly describe procedures to address implementation of assessment and instructional practices Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-

representation of linguistically and culturally diverse populations within continuum of supports)?

We have implemented teacher self-evaluations of reading lessons and review mean data from standardized assessments by classrooms to ensure that core curriculum is being taught with fidelity. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building (FAST-CMB and aReading). Our problem-solving teams at each building are asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our teams review our benchmark reading data three times per year to evaluate their progress.

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

The responsibility for checking accountability of instructional practices and assessment falls to the general education staff and building administrator, although in some cases, this duty is performed by a trained designee, such as a reading specialist. We ask that the self-assessments of core instruction be completed in each classroom at a minimum of one time per year. Mean data review should occur following each testing period. Fidelity checks for intervention practices will be performed by a variety of professionals, the instructional coach, reading specialist and or the school psychologist; we aim to check the fidelity of our interventions at minimum of once per student.

B. Briefly describe steps to address integrity of implementation of policies and procedures

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's complete intervention history. We also use classroom walk-through data and direct teacher observation information.

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

We will start by reviewing the self-assessments and mean data reviews on both core classroom instruction and on the interventions the student is receiving. If we find errors on either of these monitoring tools, core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

VIII. Professional Development Plan for SRBI Systems and Procedures.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe staff development plan for implementing system of SRBI. This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

The district has weekly Professional Learning Communities (PLC) meetings for staff to review data through answering the four essential questions of the Professional Learning Communities. Each grade level meets on a weekly basis to review individual student and grade level data. The districts provide each teacher with access to a variety of data-warehouses including FAST, Educlimber and Infinite Campus.

B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.

The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue ongoing "in-house" staff development with book studies, professional learning communities, and via other methods.

The MTSS and SAT committees will continue to search out research-based instructional strategies and interventions with accompanying fidelity checklists. The district curriculum director works closely with the grade level teams and the building principals to implement effective general education reading curriculum/interventions. Periodic fidelity checks are completed in the area of reading core instruction. The special education coordinator meets with the building principals and curriculum director throughout the school year to determine if the SRBI process is being implemented with fidelity throughout the district and revises the SRBI plan as indicated to reflect current practice and procedures. The SRBI plan is posted on the District Curriculum, Instruction and Assessment webpage and Special Education webpage.

Hayfield Public Schools Scientific Research Based Instruction (SRBI) Plan



System of Scientific Research-Based Intervention (SRBI) Plan: Updated 5/2019

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted **from** supporting staff in implementing the components of SRBI **to** using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency: Zumbro Education District (ZED)

School Sites Implementing Scientific Research Based Intervention Systems:
Hayfield Elementary School

B. Contact information for program lead

Name: Patrick Gordon **Title/Position:** Director of Special Education

Phone: 507-775-2037 **Email:** pgordon@zumbroed.org

Staff Completing the Plan: Grant Klennert, Principal; Jeff Snider, Principal;
Janet Hartman, Education Coordinator; Melissa Murno, Reading Specialist; Erin
Mogensen, School Psychologist

II. SRBI System Approach: Describe the continuum of supports.

Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

Hayfield Community Schools use a hybrid approach for treating reading difficulties.

Hayfield uses a 3-tier process:

Tier 1 focuses on Core Instruction;

Tier 2 focuses on Supplemental Instruction; and

Tier 3 involves Intensive Instruction.

When possible, students follow a standard treatment protocol for the various areas of reading. However, when the standard treatment and the needs of the student do not mesh, individualized interventions are developed throughout the various tiers.

The elementary school has a joint Problem Solving Team (PST) which meets monthly. The team members include a general education teacher facilitator, the building principal, general education teachers, special education teachers, school social worker and the school psychologist. When a student's case is referred to the PST, the student's general education teacher is also invited. The team is designed to assist the teacher in finding ways to improve achievement for struggling students at Tiers 2 or 3. The grade level teams provide assistance to teachers with struggling students at Tiers 1 and 2.

The PST designs interventions based on existing data. Interventions are delivered by a licensed teacher or by the paraprofessional under the direction of the classroom teacher. Students in referral always receive supplemental instruction in addition to core instruction in reading. Student data is reviewed every 4-6 weeks.

See Tables 1 and 2 on the following pages describing in detail the continuum of supports for students in various tiers.

Grades K-3 Tier Instructional Support Plan for Reading

Level of Instructional Support	Who? (What skill level of students?)	What More? (Supplemental or additional support materials and activities)	How Are We Doing? (Determining instructional effectiveness w/ progress monitoring)		
Tier 1 Primary:	<u>Which students?</u> All students	<u>Name of program/materials/strategies:</u> H-M Journeys core curriculum: Phonics, vocabulary, comprehension, fluency, phonemic awareness Visual Phonics (gr. K): Phonics Reteaching (K-1): All areas Student goal setting (K-1): All areas Accelerated Reader: Comprehension, vocabulary (2-3) Comprehension, vocabulary (2-3) <u>Who delivers?:</u> Teachers and paraprofessionals <u>When?:</u> Minimum 90 minutes a day of core instruction <u>Specify time (minutes, days of week):</u> Reteaching may take 2-10 minutes in additional to typical instructional time or during the regular instructional time; occurs as student need dictates <u>Group size:</u> Individual, small group, entire class	<u>Who collects?:</u> Classroom teacher <u>How often?:</u> 3x a year <u>Criteria:</u> At or above benchmark on FAST measurements <u>Determining fidelity of implementation:</u> Building principal will perform walkthroughs, monitor benchmark data and review classroom medians of benchmark data to see if median is below the benchmark target.		
Tier 2 Secondary:	<u>Which students?:</u> Students with difficulties in phonemic awareness, decoding, fluency, vocabulary, and comprehension <u>As measured by:</u> FASTBridge Early Literacy, CBMR <table><tr><td>Gr. K-3</td><td>Below target to 10%-ile</td></tr></table> Other approved	Gr. K-3	Below target to 10%-ile	<u>Name of program / materials/strategies:</u> FCRR materials (gr. K-3): Phonics, vocabulary, comprehension, fluency, phonemic awareness Tutoring and reteaching (gr. K-3): All areas Explicit instruction (gr. K-3): All areas FUNdamentals (gr. 1): Phonemic Awareness, fluency, decoding <u>Who delivers:</u> Teachers and paraprofessionals <u>When:</u> In addition to Tier I; 20-30 minutes a day; 4-5 days/week	<u>Who collects?:</u> Classroom teacher <u>How often?:</u> 1-2 times/month 12 data points over 7 weeks. <u>Criteria:</u> Student moves to average range or target on FAST. Student must have four data points below the trend. <u>Determining fidelity of implementation</u> : PST designee will perform an intervention fidelity check for students not making adequate progress (using corresponding fidelity checklist)
Gr. K-3	Below target to 10%-ile				

	curriculum based measurements	<u>Group size:</u> 4-6 students			
Tier 3 Tertiary:	<p><u>Which students?:</u> Students with significant difficulties in phonemic awareness, decoding, and comprehension</p> <p><u>As measured by:</u> FAST Early Literacy, CBMR</p> <table><tr><td>Gr. K-3</td><td>Below 10%-ile</td></tr></table> <p>Other approved curriculum based measurements</p>	Gr. K-3	Below 10%-ile	<p><u>Name of program / materials:</u></p> <p>FCRR materials: Phonics, vocabulary, comprehension, fluency, phonemic awareness (gr. K-3)</p> <p>Tutoring: All areas (gr. K-3) Explicit instruction: All areas (gr. K-3)</p> <p>Road to the Code: Phonemic Awareness (gr. K-3)</p> <p><u>Who delivers?:</u> Teachers and paraprofessionals</p> <p><u>Specify time (minutes, days of week):</u> 30 - 45 minutes; 4-5 days per week; in addition to Tier I</p> <p><u>Group size:</u> 3 or fewer students</p>	<p><u>Who collects?:</u> Classroom teacher</p> <p><u>How often?:</u> 1 time/week</p> <p><u>Criteria:</u> Student moves to above the 10th percentile on FAST</p> <p><u>Determining fidelity of implementation</u> : PST designee will perform an intervention fidelity check for students not making adequate progress (using corresponding fidelity checklist)</p>
Gr. K-3	Below 10%-ile				

III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)

As required in Minn. R. 3525.1341 Subp. 4.

FAST Screening processes / benchmarking takes place in district schools three times per year. Fall is measured during the month of September. Winter is measured during the month of January. Spring is measured during the month of May. FAST aReading and aMath Tests are given three times per year (fall, winter, and spring).

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised).

It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

DISTRICT CUTOFFS: FAST

Cutoffs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 40th percentile score in each measure as at “some risk” and potentially in need of additional support and intervention. The school district determines which measures are applicable for identifying students in need of additional support at each grade level.

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

DISTRICT CUTOFFS: FAST

	Fall	Winter	Spring
Grade K Letter Sound Fluency	less than 5	29	41
Grade K Letter Naming Fluency	less than 20	42	50
Grade 1 Letter Sound Fluency	less than 31	43	52
Grade 1 Decodable Words	less than 9	15	20
Grade 1 Oral Reading Fluency CBM	14	43	71
Grade 2 CBM	58	87	106
Grade 3 CBM	90	116	131
Grade 2 aReading	469	481	489
Grade 3 aReading	487	497	503

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

ZED DISTRICT: FAST

FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to correct number of responses. These formative assessments are used for screening students given in the Fall, Winter and Spring. FAST adaptive Reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area.

Grade Level K-3	Content Area: Reading		
Level of Intervention	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)

Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4	Daily throughout the school year	Four to five days a week until student data indicates performance is on target or in the average range; when 3-5 data points are significantly below the goal line or regressing, consider intensive support	Four to five days a week until student data indicates performance is above the 10 th percentile; must have a minimum of 12 data points over a 7 week intervention cycle (including supplemental instruction) before referring for an evaluation
Focus of intervention	Five areas of reading: Phonemic Awareness, decoding, fluency, vocabulary, and comprehension	Instruction is targeted to student area of need in one of the five areas of reading: Phonemic Awareness, decoding, fluency, vocabulary, and comprehension	Instruction is targeted to student area of need in one of the five areas of reading: Phonemic Awareness, decoding, fluency, vocabulary, and comprehension
List the research-based instructional approaches to be used	Whole and small group instruction Direct Instruction, adult modeling, partner reading Goal setting	Small group instruction Explicit instruction Brain-gym activities Increased opportunity for student engagement and participation Multimodal Instruction	Small group or individual instruction Explicit instruction Increased opportunity for student engagement Multimodal Instruction
List the materials to be used (e.g., components, programs, series, texts/reading series)	H-M Journeys gr. K-3 Visual Phonics gr. k <i>Empowering Teachers</i> Florida Center for Reading Research (instructional routines) gr. k-3 Accelerated Reader gr. 2-3	H-M Journeys gr. K-3 FCRR gr. k-3 FUNdamentals gr. 1 Heinemann 2003 <i>Phonics Lessons</i> (Phonics) gr. k-3 Heinemann 2003 <i>Word Study</i> (Vocabulary) gr. 3 Minnesota Reading Center K-3	H-M Journeys gr. K-3 FCRR gr. k-3 Brookes Publishing <i>Road to the Code</i> 2000 (Phonemic Awareness) gr. k-2 Heinemann <i>Phonics Lessons</i> 2003 (Phonics) gr. k-3

Describe how instruction delivered, for how many minutes per day, days/week	90 minutes/day; 5 days/week	4-5 days per week 20-30 minutes per day	4-5 days per week 10-15 minutes per day
Describe who delivers instruction/ ratio of students to staff	Classroom teacher 1:20+	Licensed teacher or paraprofessional under direction of licensed teacher One adult to 4-6 students	Licensed teacher or paraprofessional under direction of licensed teacher One adult to 1-4 students

Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.	FAST benchmarks 3 times/year See schedule in part III	FAST progress monitoring twice a month or other approved curriculum based monitoring measure	FAST progress monitoring once a week or other approved curriculum based monitoring measure
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B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based.

Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research; WWC = What Works Clearinghouse

National Reading Panel areas of instruction for which the intervention was designed:

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
Duet Reading	F	1 thru 3	<ul style="list-style-type: none"> • Aulls, M.W., (1982). Developing Readers in Today's Elementary Schools. Allyn & Bacon: Boston. • Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. • Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. Theory into Practice, 30 (3), 165-175. • Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77. • Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. Learning Disability Quarterly, 15, 21-27.
Early Reading Intervention: Scott Foresman	PA, Ph, F, V	K,1	<ul style="list-style-type: none"> • FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is

			aligned with current scientifically based reading research”.
FCRR Strategies	PA, Ph, F, V, C	K-3	<p>FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: http://www.fcrr.org/assessment/ET/pdf/references.pdf</p>
Great Leaps	PA, Ph, F	K-3**	<p>FCRR -“consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research supporting Great Leaps is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> • Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. <i>Learning Disabilities Research & Practice</i>, 15, 179-189. • Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. <i>Perspectives</i>, 2 (1) 15-18.
Letter/Sound Correspondence	PA	Pre K -K,1	<ul style="list-style-type: none"> • Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press. • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press.

			<ul style="list-style-type: none"> • Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. <i>Intervention in school and clinic</i>, 34(5), 271-277.
Newscaster	F	1-3	<ul style="list-style-type: none"> • Armbruster, B.B., Lehr, F., & Osborn, J. (2001). <i>Put reading first: The research building blocks for teaching children to read</i>. Washington, DC: US Department of Education, National Institute for Literacy. • Dowhower. S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading Research Quarterly</i>. 22, 389-406. (listening to a tape). • Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. <i>Academic Therapy</i>, 4, 277-282. • Rasinski, T.V. (2003). <i>The fluent reader: Reading strategies for building word recognition, fluency, and comprehension</i>. New York, NY: Scholastic Professional Books. • Searfoss, L. (1975). Radio Reading. <i>The Reading Teacher</i>, 29, 295-296. • Stahl S. (2004). What do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., & Chabra, V. (Eds). <i>The Voice of Evidence in Reading Research</i>. Brookes: AU.
Partner Reading/ Pairs Reading	F		<p>Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes & Fuchs, 1993, Mathes, et.al, 1994). The effectiveness of this instructional practice in general education and special education classrooms has been well established.</p>
Pencil Tap		For students who have decoding skills but need to use them consistently	<ul style="list-style-type: none"> • Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>. 77(1, 81-112). • Howell, K., W., & Nolet. V., (2000). <i>Curriculum-Based Evaluation: Teaching and Decision Making 3rd Ed</i>. Belmont, CA: Wadsworth. • Lysakowski, R.S., & Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback:

			<p>A quantitative synthesis. American Educational Research Journal Vol 19(4., 559-578</p> <ul style="list-style-type: none"> • Tenenbaum, G., & Goldring, E. (1989. A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. Journal of Research & Development in Education. Vol 22(3. 53-64)
Phoneme Blending	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287. • Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), Comparative Reading (pp.551-579.. New York: MacMillan. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children, Vol 30(6. 20-25 • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and

			<p>basics. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <ul style="list-style-type: none"> • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review</i>, 24, 443-455.
Phoneme Segmenting	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990.. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Blachman, B. A. (1991.. Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. <i>Topics in Language Disorders</i>, 12, 51-65. • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly</i>, 36(3.. 250-287. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principles. <i>Remedial and Special Education</i>, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. <i>Exceptional Children</i> Vol 30(6. 20-25. • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), <i>What Reading research tells us about children with diverse learning needs: Bases and</i>

			<p>basics. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <ul style="list-style-type: none"> • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review</i>, 24, 443-455.
Read Naturally	F	1 thru 3	FCRR-but none are controlled studies
Read Well: Read Well K Read Well 1 Read Well Plus	PA, Ph, F, V, C	K-3	FCRR- "the instructional content and design of <i>Read Well</i> is consistent with the most recent research in reading. These studies demonstrate that exposure to <i>Read Well K</i> and <i>Read Well 1</i> increase student performance on reading and language standardized test scores."
Repeated Readings	F	K-3	<ul style="list-style-type: none"> • Moyer, S.B. (1982). Repeated reading. <i>Journal of Learning Disabilities</i>, 45, 619-623 • Rasinski, T.V. (1990). Effects of repeated reading and listening -while-reading on reading fluency. <i>Journal of Educational Research</i>, 83(3), 147-150. • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>. 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i>, 32, 403-408. • Samuels, S.J., (1987). Information processing abilities and reading. <i>Journal of Learning Disabilities</i>, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. <i>Journal of Educational Research</i>, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. <i>Remedial and Special Education</i>. 25(4) 252-261
Road to the Code	PA & Ph	K,1	FCRR-"These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies

			highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills."
Stop and Go	F, C	1-3	<ul style="list-style-type: none"> • Blevins, W. (2001.. Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. • Rasinski, T., & Padak, N. (1994.. Effects of fluency development on urban second-graders. Journal of Education Research, 87. • Rasinski, T.V. (2003.. The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.
Word Blending	PA & Ph	K-3	<ul style="list-style-type: none"> • Adams, M.J. (2001).Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. • Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240. Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651.
Words Their Way / Word Sorts	Ph & V (leading to increased fluency)	Pre-K thru 3	<ul style="list-style-type: none"> • Morris, D. Word sort: A categorization strategy for improving word recognition ability. Reading Psychology, 3, 247-259. • Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. School Psychology Review, 31 122-129. • Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.

Visual Phonics	Ph	K-3	http://seethesound.org/research%20page.html Dave Krupke: What Exactly is Visual Phonics? (2008). <i>Communication Disorders Quarterly</i> , 29, pages 177-182. http://cdq.sagepub.com/content/29/3/177.full.pdf+html Friedman Narr (2006). Teaching phonological awareness with deaf and hard of hearing students. <i>Teaching Exceptional Children</i> , 38, 53-58.
FUNDamentals	Ph	1	Action Reading http://www.actionreading.com/fun.html
Heinemann Phonics and Word Study	Ph, V	K-3	http://www.fountasandpinnell.com/resources/id/131

V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Kindergarten Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Letter Sound Fluency	5 lsc + Sept 27 lsc + Jan 39 lsc + May	0.94 sounds per week	98%		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	< 1 lsc Sept < 18 lsc Jan < 30 lsc May	0.53 sounds per week	<98%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Firstst Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	14 wcpm + Sept 43 wcpm + Jan 71 wcpm + May	1.56 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	9-13 wcpm + Sept 24-42 wcpm + Jan 46-70 wcpm + May	1.3 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 9 wcpm Sept < 23 wcpm Jan < 45 wcpm May	1.1 words per week	<95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Second Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	58 wcpm + Sept 87 wcpm + Jan 106 wcpm + May	1.19 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	31-57 wcpm + Sept 60-86 wcpm + Jan 80-105 wcpm + May	0.99 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 30 wcpm Sept < 61 wcpm Jan < 70 wcpm May	0.83 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Third Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	90 wcpm + Sept 116 wcpm + Jan 131 wcpm + May	1.01 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	63-89 wcpm + Sept 90-115 wcpm + Jan 104-130 wcpm + May	0.82 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<62 wcpm Sept < 89 wcpm Jan < 103 wcpm May	0.97 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Adaptive Reading : ZED DISTRICT/ FAST

First Grade Reading

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
1 aReading	435 Sept 454 Jan 471 May	4.48 Per month	N/A		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	426 Sept 445 Jan 461 May	4.36 Per month	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Tertiary	416 Sept 440 Jan 453 May	0.46 per week	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
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Second Grade Reading

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
2 aReading	469 Sept 481 Jan 489 May	2.23 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	459 Sept 476 Jan 481 May	1.64 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	450 Sept 470 Jan 477 May	1.18 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Third Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Adaptive Reading	Fall: 487+ Winter: 497+ Spring: 503+	1.77 Fall to Spring			Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	Fall: 476-486 Winter: 483- 496 Spring: 490-502	1.22 Fall to Spring			Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	Fall: <475 Winter: <482 Spring: <489	0.76 Fall to Spring			Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

B. Describe rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

ZED DISTRICT: FAST

Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary tertiary supports are collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factor(attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are

modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes.

SCHOOL DISTRICT:

Grade 3 is not considered because the District does not receive reading scores until the students have progressed to grade 4. MCA scores in the “Partially Meets” or “Does Not Meet” range weigh heavier as evidence that the student needs intervention.

C. Special Education Progress Monitoring and Exit Criteria. *Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.*

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☒ **Yes** ☐ **No**

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☒ **Yes** ☐ **No**

Quarterly progress reports: report monthly at Professional Learning Communities the number of students not making adequate progress

What are the special education exit criteria for students?

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives
3. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes Progress reporting in FAST Bridge and curriculum based measures.

The team will consider exiting the student if the following conditions are met:

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency and
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic

tests, curriculum-based evaluation results, results from targeted support programs in general education.

VI. Parental Notification and Consent Policies

A. *Describe the parent notification and consent policies.* Note how a parent will receive communication about:

- **The instructional strategies and services provided to increase the student's rate of learning.**

Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of one to four students for Tier 3 services.

- **Data collected regarding the nature of the child's performance.**

Progress monitoring data will be collected one-two times per month for Tier 2 and at least weekly for Tier 3 services.

- **When a parent is notified of the due process procedures and protections.**

Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services.



Multi-Tiered Systems of Support (MTSS):

IS NOT...

- A pre-referral system
- An individual teacher, classroom, or special education program
- An added period of reading instruction or a separate stand-alone initiative
- A student accommodation such as preferential seating, shortened assignments, classroom observations, suspension, or retention
- A one shot attempt for remediation

Contacts:

ZED 507.775.2087
Executive Director: Patrick Gordon
Special Education Coordinator: Lynn Renc
Reading Specialist: Melissa Murno

ZED Schools:

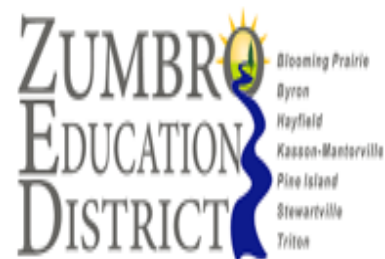
Blooming Prairie Elementary 507.583.6615	Kasson-Mantorville Middle School 507.634.4030
Blooming Prairie High School 507.583.4426	Pine Island Schools 507.356.8581
Byron Primary 507.624.0311	Stewartville Bonner 507.533.1666
Byron Intermediate 507.775.6620	Stewartville Bear Cave 507.533.1400
Hayfield Community 507.477.3236	Triton Schools 507.374.2258
Kasson-Mantorville Elementary 507.634.1234	

Parents are notified when...

- Your child is referred to a Tier 2 or Tier 3 program
- There is a change in programming that requires additional time for instruction
- Consent is required when your child is referred for further evaluation through special education

Zumbro Education District

801 Frontage Rd. NW
Byron, MN 55920
www.zumbroed.org



Multi-Tiered System of Support (MTSS) Notification:

Information About Your Child's Educational Program

Your child's school district and the Zumbro Education District are committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and use this information to make instructional decisions. The process used by teachers in your child's school is called Multi-Tiered Systems of Support (MTSS). Look inside to see how this process can help your child become a better student.

Revised 10/2017

What are Multi-Tiered Systems of Support?

Multi-Tiered Systems of Support is an approach to the early identification and support of students with learning and behavioral needs that includes multiple tiers. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Then, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

It includes:

- Scientifically based tiered classroom instruction
- Ongoing student assessment
- Data based decision making



IMPROVING EDUCATION FOR ALL STUDENTS!

What Is Tiered Instruction?

Tier 1: Benchmark Level

All students receive instruction in the general education classroom using core curriculum; about 80% of students achieve at this level.

Tier 2: Strategic Level

Students who do not respond adequately to the core curriculum usually make up approximately 15% of the school population. These students are considered "at-risk" and are then provided supplemental instruction/intervention.

Tier 3: Intensive Level

Approximately 5% of students in schools do not adequately respond to both core curriculum and strategic level interventions they then need more intensive, individualized support. Interventions are monitored and evaluated using student response data and feedback from staff observations.

WHAT TYPE OF DATA MAY BE COLLECTED ON MY CHILD?

- Reading & Math Curriculum-Based Measurement: benchmark and progress monitoring results
- Behavior charting
- Measures of Academic Progress & MN Comprehensive Assessment
- Adaptive Reading and Math results

HOW OFTEN IS THE DATA COLLECTED?

- All tiers of instruction are assessed three times per year to collect benchmark data
- Progress monitoring data is collected with increasing frequency based on tier placement
 - Tier 2: Progress monitoring 2 times/month
 - Tier 3: Progress monitoring weekly

WHO LOOKS AT THE DATA?

- Teams of educational professionals who meet regularly to discuss your child's progress towards MN academic standards.

WHAT IS MY ROLE AS A PARENT IN THE PROCESS?

- Co-communicator, Co-supporter, Co-learner, Co-teacher

WHAT ARE MY RIGHTS AS THE PARENT?

- To be informed on your child's progress
- To be given informed consent means that parents are fully informed of all information relevant to their student
- To request a special education evaluation

VII. Procedures for Ensuring Integrity of Implementation

In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe procedures to address implementation of assessment and instructional practices

Subsumed under Minn. R. 3525.1341 Subp. 4.

- 1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?**

School administrators verify the content of core instruction through “walk-through” observations. Our problem-solving team is asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our team review our benchmark reading data three times per year to evaluate their progress.

- 2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.**

The responsibility for checking accountability of instructional practices and assessment falls first to the building administrator, although in some cases, this duty is performed by a trained designee, such as a reading specialist or school psychologist. We ask that fidelity checks on core instruction are completed in each classroom at a minimum of one time per school year. Fidelity checks for intervention practices will be performed by a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

B. Briefly describe steps to address integrity of implementation of policies and procedures
Subsumed under Minn. R. 3525.1341 Subp. 4.

- 1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?**

Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student’s complete intervention history. We also use classroom walk-through data and direct teacher observation information.

- 2. When implementation is inconsistent, what steps will be taken to address inconsistencies?**

We will start by reviewing the Fidelity checklist information collected on both core classroom instruction and on the interventions the student is receiving. If we find errors on either of these monitoring tools, core classroom fidelity will be addressed by

the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

VIII. Professional Development Plan for SRBI Systems and Procedures.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe staff development plan for implementing system of SRBI.

This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

Each grade level meets on a monthly basis to review individual student and grade level data. The districts provide each teacher with access to a variety of data-warehouses including Viewpoint, FAST, and Skyward.

B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.

The District Staff Development committee will review and revise the plan annually based on the analysis results.

The building principal works closely with the grade level teams to implement effective general education reading curriculum/interventions. The building principal does periodic fidelity checks in the area of reading core instruction and shares that information with the problem solving team. The special education coordinator meets with the building principals throughout the school year to determine in the SRBI process is being implemented with fidelity throughout the district and revises the SRBI plan as indicated to reflect current practice and procedures. The SRBI plan is shared with all teachers on the district website.

Kasson-Mantorville Public Schools Scientific Research Based Instruction (SRBI) Plan

Pine Island Public Schools Scientific Research Based Instruction (SRBI) Plan



System of Scientific Research-Based Intervention (SRBI) Plan - Pine Island Elementary School

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted from supporting staff in implementing the components of SRBI to using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency PINE ISLAND PUBLIC SCHOOLS
School Sites Implementing Scientific Research Based Intervention Systems PINE ISLAND PUBLIC SCHOOLS DISTRICT 255

B. Contact information for program leads

Name: CINDY HANSEN **Title/Position:** K-4 Principal

Phone 507.356.4849 **Email:** chansen@pineisland.k12.mn.us

Name: KARI NICHOLS **Title/Position:** Title I Coordinator

Phone: 507.356.4849 **Email:** knichols@pineisland.k12.mn.us

- II. SRBI System Approach:** Describe the continuum of supports. Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

Pine Island Schools utilize a hybrid of an initial Tier II standard treatment protocol approach and an extended problem solving process for non-responders. Please refer to the following pages.

In grades K-4 all students receive 90 minutes of core instruction and 30 minutes of additional flexible grouping.

Standards Based Curriculum

PRESS Intervention Framework, Minnesota Center for Reading Research

Action 100 Framework, American Reading Company

A Problem Solving Team (PST) is organized in the elementary school to include the following staff and rotation

Problem Solving Team Membership

- One teacher representative from grades K-4 and elementary special education staff
- K-4 Principal
- Elementary School Counselor
- Title I Coordinator
- Title I Teacher
- School Psychologist

ASSESSMENT

Benchmark-FAST assessments three times per year

Strategic Level Bi Weekly FAST assessment

Progress Monitoring (PM)-Weekly FAST assessment

FLEXIBLE READING GROUPS

Advanced flexible group- Students above benchmark scores. Benchmark testing three times/year.

Core flexible group-Students meet benchmark scores. Benchmark testing three times/year

Strategic flexible group-Students below benchmarks scores. Progress monitored two times/month.

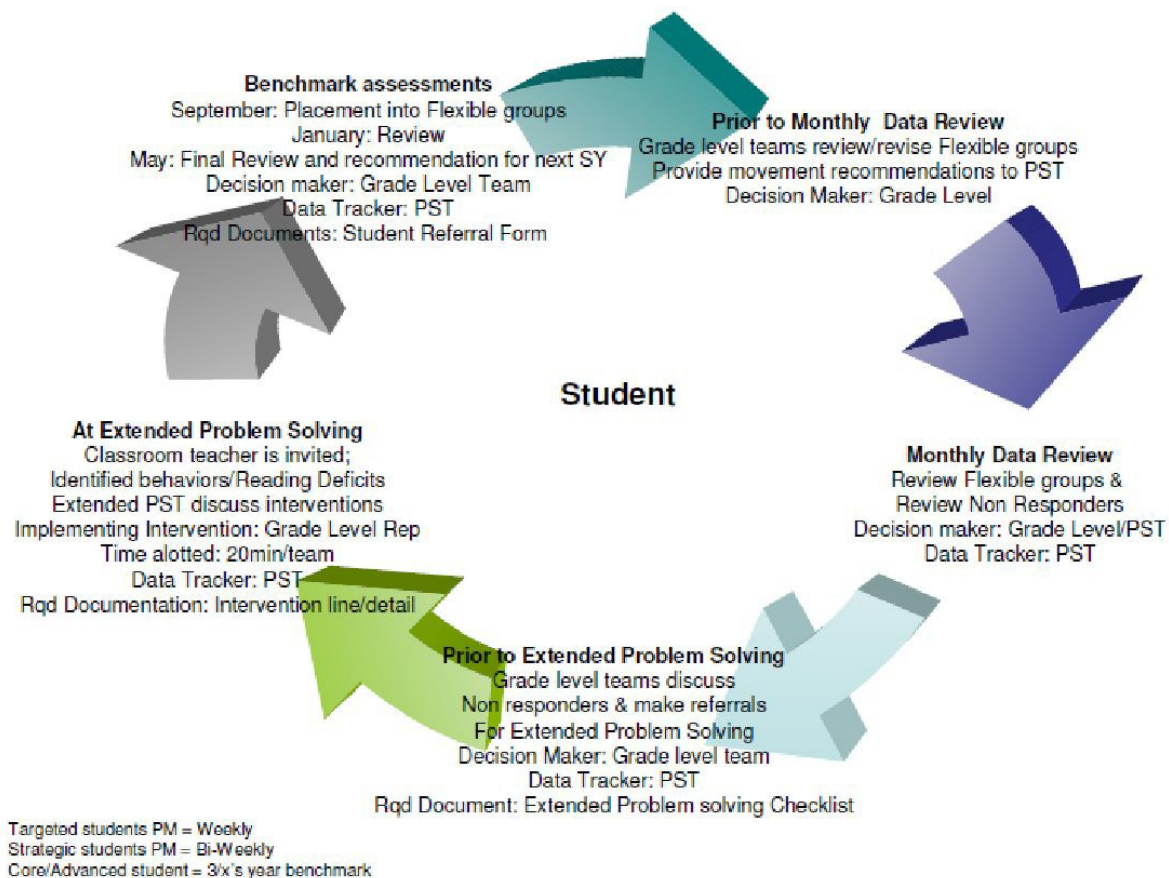
Targeted flexible group-Students well below benchmark scores. Progress monitored weekly.

*Progress monitoring occurs on a weekly basis at all grade levels for students in targeted flexible group (Tier II intervention).

*Progress monitoring occurs every other week for students in strategic flexible reading group at all grade levels.

The Problem Solving Team uses the following data to make informed decisions on individual flexible groups: FAST, MCA's and classroom data (reading benchmark assessments, daily practice, etc.)

The Problem Solving Process is as follows:



III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)

As required in Minn. R. 3525.1341 Subp. 4.

FAST Screening processes / benchmarking takes place in district schools three times per year. Fall is measured during the month of September. Winter is measured during the month of January. Spring is measured during the month of May. FAST aReading and aMath Tests are given three times per year (fall, winter, and spring).

MCA

The district administers the Minnesota Comprehensive Assessments (MCA) for students in grades 3-8 in the areas of reading, math and science (grades 5 and 8 only). The reading and math tests are administered once per year. Students whom their IEP team deems eligible will be given the Minnesota Test of Academic Skills (MTAS), which measures their skills on an alternative set of grade level standards.

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

DISTRICT CUTOFFS: FAST

Cutoffs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 40th percentile score in each measure as at “some risk” and potentially in need of additional support and intervention. The school district determines which measures are applicable for identifying students in need of additional support at each grade level.

SCHOOL CUTOFFS: MCA

Those students who fall below the score of 39 will receive intensive interventions.

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

DISTRICT CUTOFFS: FAST

	Fall	Winter	Spring
Grade K Letter Sound Fluency	less than 5	29	41
Grade K Letter Naming Fluency	less than 20	42	50
Grade 1 Letter Sound Fluency	less than 31	43	52
Grade 1 Decodable Words	less than 9	15	20
Grade 1 Oral Reading Fluency CBM	14	43	71
Grade 2 CBM	58	87	106
Grade 3 CBM	90	116	131
Grade 4 CBM	116	136	150
Grade 2 aReading	469	481	489
Grade 3 aReading	487	497	503
Grade 4 aReading	500	507	513
Grade 5 aReading	509	517	522
Grade 6 aReading	512	523	527
Grade 7 aReading	520	525	531
Grade 8 aReading	526	530	536

DISTRICT CUTOFFS: MCA

	Cutoff
Grade 3 MCA	339 Does Not Meet

Grade 4 MCA	439 Does Not Meet
Grade 5 MCA	539 Does Not Meet
Grade 6 MCA	639 Does Not Meet
Grade 7 MCA	739 Does Not Meet
Grade 8 MCA	839 Does Not Meet

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

ZED DISTRICT: FAST

FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to correct number of responses. These formative assessments are used for screening students given in the Fall, Winter and Spring. FAST adaptive Reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

SCHOOL DISTRICT: MCA

The MCA reading assessment is administered at our school site once a year to students in grades 3-8. The MCA assesses general reading ability according to each grade level reading standards. Scripted directions are provided to each student and then the test is taken independently. Tests are returned to MDE and scores are provided back to schools within a few months' time. MCA scores are normed against other students at the same grade level across the state. The MCA assessment is used as part of our triangulation data to determine student progress toward grade level reading standards and whether more intervention is needed.

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

- A. **Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area.** Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level <u>K-4</u>	Content Area: <u>READING</u>			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		5 days a week	3-4 days/week	3-4 days/week

Focus of intervention		Phonemic Awareness Decoding Fluency Vocabulary Comprehension	Phonemic Awareness Decoding Fluency Vocabulary Comprehension	Specifically identified area of need.
List the research-based instructional approaches to be used		Whole group and small group instruction- Direct instruction adult modeling Repeated reading	Small group <8 students- Explicit and systematic instruction Adult modeling	Individualized <3 students- Individualized instruction using a multisensory approach

		Partner reading Learning centers	Repeated reading Partner reading	Explicit Modeling
List the materials to be used (e.g., components, programs, series, texts/reading series)		Intensive phonics Action 100	Intensive phonics FCRR PRESS	FCRR PRESS Research Labs Intensive Phonics
Describe how instruction delivered, for how many minutes per day, days/week		90 min/day 5 days/week	30 min/day 3-4 days/week	15-30 min/day 3-4 days/week depending on level of need
Describe who delivers instruction/ratio of students to staff		Classroom Teacher 1:23	Title I teacher Classroom teacher Paraprofessional (HQ) 1:<8	Title I teacher Paraprofessional (HQ) Classroom Teacher 1:<3
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.		FAST Benchmark 3x's/year SF Reading Benchmark K common assessment See above chart	Weekly FAST probe See above Chart	Weekly FAST probe See above chart

- B. **List references for interventions, instruction, or instructional strategies that verify that they are evidence-based.** Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research; WWC = What Works Clearinghouse

National Reading Panel areas of instruction for which the intervention was designed:

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
Action 100 Reading Program	V,C,Ph, PA	K thru 4	<ul style="list-style-type: none"> • Offenberg, Robert. (2005). Using Self Selected Reading Materials to Improve the Achievement of Children Poorly Served by Traditional Instruction: African American and Early Independent Readers. St. Joseph's University: Philadelphia. • DuCette, Joseph (2001). An Evaluation of the 100 Book Challenge Program in the Schools Funded by the William Penn Foundation. Temple University: Philadelphia
Discover Intensive Phonics	Ph	1 thru 5	<ul style="list-style-type: none"> • National Reading Panel Report (2000). Summary of the National Reading Panel Report: Teaching Children to Read. International Reading Association: Delaware
Duet Reading	F	1 thru 5	<ul style="list-style-type: none"> • Aulls, M.W., (1982). Developing Readers in Today's Elementary Schools. Allyn & Bacon: Boston. • Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. • Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. Theory into Practice, 30 (3),165-175. • Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77.
			<ul style="list-style-type: none"> • Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. Learning Disability Quarterly, 15, 21-27.

Early Reading Intervention: Scott Foresman	PA, Ph, F, V	K,1	<ul style="list-style-type: none"> • FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is aligned with current scientifically based reading research”.
FCRR Strategies	PA, Ph, F, V, C	K-5	<p>FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: http://www.fcrr.org/assessment/ET/pdf/references.pdf</p>
Great Leaps	PA, Ph, F	K-8**	<p>FCRR -“consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research supporting Great Leaps is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> • Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. <i>Learning Disabilities Research & Practice</i>, 15, 179-189. • Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. <i>Perspectives</i>, 2 (1) 15-18.

Language!	PA & Ph	3 through 12	FCRR – 3+’s in all NRP areas, except vocabulary but “preliminary research results are very promising
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Letter/Sound Correspondence	PA	preK -K,1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. • Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. Intervention in school and clinic, 34(5), 271-277.
Newscaster	F	1-5	<ul style="list-style-type: none"> • Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy. • Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. Reading Research Quarterly. 22, 389-406. (listening to a tape). • Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. Academic Therapy, 4, 277-282. • Rasinski, T.V. (2003). The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books. • Searfoss, L. (1975). Radio Reading. The Reading Teacher, 29, 295-296. • Stahl S. (2004). What do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., & Chabra, V. (Eds). The Voice of Evidence in Reading Research. Brookes: AU.
Partner Reading/ Pairs Reading	F		<p>Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes & Fuchs, 1993, Mathes, et.al, 1994). The effectiveness of this instructional practice in general education and special education classrooms has been well established.</p>

Pencil Tap		For students who have decoding skills but need to use them consistently	<ul style="list-style-type: none"> • Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Education Research. 77(1, 81-112). • Howell, K., W., & Nolet. V., (2000). Curriculum-Based Evaluation: Teaching and Decision Making 3rd Ed. Belmont, CA: Wadsworth. • Lysakowski, R.S., & Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. American Educational Research Journal Vol 19(4., 559-578 • Tenenbaum, G., & Goldring, E. (1989). A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. Journal of Research & Development in Education. Vol 22(3. 53-64)
Phoneme Blending	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287. • Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), Comparative Reading (pp.551-579.. New York: MacMillan. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research

			<p>literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.</p> <ul style="list-style-type: none"> • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemicawareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children, Vol 30(6. 20-25 • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443-455.
Phoneme Segmenting	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990.. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Blachman, B. A. (1991.. Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. Topics in Language Disorders, 12, 51-65. • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5thEd.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research

			<p>literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.</p> <ul style="list-style-type: none"> • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemicawareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemicawareness: Effective decoding instruction. Exceptional Children Vol 30(6. 20-25. • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443-455.
Read Naturally	F	1 thru 5	FCRR-but none are controlled studies
Read Well: Read Well K Read Well 1 Read Well Plus	PA, Ph, F, V, C	K-3	FCRR- "the instructional content and design of <i>Read Well</i> is consistent with the most recent research in reading. These studies demonstrate that exposure to <i>Read Well K</i> and <i>Read Well 1</i> increase student performance on reading and language standardized test scores."
Repeated Readings	F	K-12	<ul style="list-style-type: none"> • Moyer, S.B. (1982). Repeated reading. Journal of Learning Disabilities, 45, 619-623 • Rasinski, T.V. (1990). Effects of repeated reading and listening -while-reading on reading fluency. Journal of Educational Research, 83(3), 147-150.

			<ul style="list-style-type: none"> • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>. 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i>, 32, 403-408. • Samuels, S.J., (1987). Information processing abilities and reading. <i>Journal of Learning Disabilities</i>, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. <i>Journal of Educational Research</i>, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. <i>Remedial and Special Education</i>. 25(4) 252-261
Road to the Code	PA & Ph	K,1	FCRR-"These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills."
Stop and Go	F, C	1-5	<ul style="list-style-type: none"> • Blevins, W. (2001.. <i>Building Fluency: Lessons and Strategies for Reading Success</i>. New York: Scholastic Professional Books. • Rasinski, T., & Padak, N. (1994.. Effects of fluency development on urban second-graders. <i>Journal of Education Research</i>, 87. • Rasinski, T.V. (2003.. <i>The fluent reader: Reading strategies for building word recognition, fluency, and comprehension</i>. New York, NY: Scholastic Professional Books.
Word Blending	PA & Ph	K-5 +	<ul style="list-style-type: none"> • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B.

			<p>Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press.</p> <ul style="list-style-type: none"> • Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240. • Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651.
Words Their Way / Word Sorts	Ph & V (leading to increased fluency)	Pre-K thru 12	<ul style="list-style-type: none"> • Morris, D. Word sort: A categorization strategy for improving word recognition ability. Reading Psychology, 3, 247-259. • Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. School Psychology Review, 31 122-129. • Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.

V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Kindergarten Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Letter Sound Fluency Secondary	5 lsc + Sept 27 lsc + Jan 39 lsc + May < 1 lsc Sept < 18 lsc Jan < 30 lsc May	0.94 sounds per week 0.53 sounds per week	98% <98%		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

1st Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	14 wcpm + Sept 43 wcpm + Jan 71 wcpm + May	1.56 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	9-13 wcpm + Sept 24-42 wcpm + Jan 46-70 wcpm + May	1.3 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 9 wcpm Sept < 23 wcpm Jan < 45 wcpm May	1.1 words per week	<95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

2nd Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	58 wcpm + Sept 87 wcpm + Jan 106wcpm + May	1.19 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	31-57 wcpm + Sept 60-86 wcpm + Jan 80-105wcpm + May	0.99 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 30 wcpm Sept < 61 wcpm Jan < 70 wcpm May	0.83 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

3rd Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	90 wcpm + Sept 116 wcpm + Jan 131 wcpm + May	1.01 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	63-89 wcpm + Sept 90-115 wcpm + Jan 104-130 wcpm + May	0.82 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<62 wcpm Sept < 89 wcpm Jan < 103 wcpm May	0.97 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

4th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	116 wcpm + Sept 136 wcpm + Jan 150 wcpm + May	0.88 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	93-115 wcpm + Sept 111-135 wcpm + Jan 123-149 wcpm + May	0.69 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<92 wcpm Sept < 110 wcpm Jan < 122 wcpm May	0.55 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

5th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	133 wcpm + Sept 151 wcpm + Jan 163 wcpm + May	0.77 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	108-132 wcpm + Sept 124-150 wcpm + Jan 138-162 wcpm + May	0.60 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<107 wcpm Sept < 123 wcpm Jan < 137 wcpm May	0.46 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Adaptive Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
1 aReading	435 Sept 454 Jan 471 May	4.48 points per month	N/A		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	426 Sept 445 Jan 461 May	4.36 points per month	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Tertiary	416 Sept 440 Jan 453 May	0.46 words per week	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
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Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
2 aReading	469 Sept 481 Jan 489 May	2.23 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	459 Sept 476 Jan 481 May	1.64 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	450 Sept 470 Jan 477 May	1.18 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

3rd Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Adaptive Reading	Fall: 487+ Winter: 497+ Spring: 503+	1.77 Fall to Spring			
Secondary	Fall: 476-486 Winter: 483-496 Spring: 490-502	1.22 Fall to Spring			
Tertiary	Fall: <475 Winter: <482 Spring: <489	0.76 Fall to Spring			

4th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
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Core Instruction Adaptive Reading	Fall: 500+ Winter: 507+ Spring: 513+	1.40 Fall to Spring			
Secondary	Fall: 487-499 Winter: 495-506 Spring: 500-512	0.85 Fall to Spring			
Tertiary	Fall: <486 Winter: <494 Spring: <499	0.42 Fall to Spring			

5th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Adaptive Reading	Fall: 509+ Winter: 517+ Spring: 522+	1.17 Fall to Spring			
Secondary	Fall: 498-508 Winter: 504-516 Spring: 508-521	0.62 Fall to Spring			
Tertiary	Fall: <497 Winter: <503 Spring: <507	0.20 Fall to Spring			

B. Describe rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

ZED DISTRICT: FAST

Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factor (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes.

SCHOOL DISTRICT: MCA

MCA data is reviewed once per year in the spring. If students receive a “Does Not Meet” on the prior year’s MCA assessment, the student would be considered for possible placement within the school reading intervention program.

C. Special Education Progress Monitoring and Exit Criteria. Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☒ Yes ☐ No

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☒ Yes ☐ No

What are the special education exit criteria for students?

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives
3. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes Progress reporting in FAST, State and District standardized testing.

The team will consider exiting the student if the following conditions are met:

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency and
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

VI. Parental Notification and Consent Policies

A. Describe the parent notification and consent policies. Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.
 - Data collected regarding the nature of the child's performance.
 - When a parent notified of the due process procedures and protections.
-
- The instructional strategies and services provided to increase the student's rate of learning.
Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.
 - Data collected regarding the nature of the child's performance.
Progress monitoring data will be collected twice a month for Tier 2 and at least weekly for Tier 3 services.
 - When a parent is notified of the due process procedures and protections.
Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services



Multi-Tiered Systems of Support (MTSS):

IS NOT...

- A pre-referral system
- An individual teacher, classroom, or special education program
- An added period of reading instruction or a separate stand-alone initiative
A student accommodation such as preferential seating, shortened assignments, classroom observations, suspension, or retention
- A one shot attempt for remediation

Contacts:

ZED 507.775.2087

Executive Director: Patrick Gordon
Special Education Coordinator: ~~Lynne Renc~~
Reading Specialist: Melissa Murno

ZED Schools:

**Blooming Prairie
Elementary**
507.583.6615

**Kasson-Mantorville
Middle School**
507.634.4030

**Blooming Prairie
High School**
507.583.4426

Pine Island Schools
507.356.8581

Byron Primary
507.624.0311

Stewartville Bonner
507.533.1666

Byron Intermediate
507.775.6620

Stewartville Bear Cave
507.533.1400

Hayfield Community
507.477.3236

Triton Schools
507.374.2258

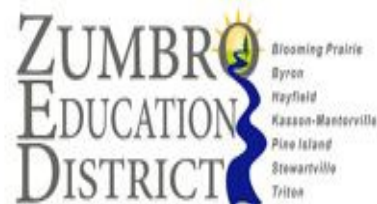
~~Kasson-Mantorville~~
Elementary
507.634.1234

Parents are notified when...

- Your child is referred to a Tier 2 or Tier 3 program
- There is a change in programming that requires additional time for instruction
- Consent is required when your child is referred for further evaluation through special education

Zumbro Education District

801 Frontage Rd. NW
Byron, MN 55920
www.zumbroed.org



Multi-Tiered System of Support (MTSS) Notification:

Information About Your Child's Educational Program

Your child's school district and the Zumbro Education District are committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and use this information to make instructional decisions. The process used by teachers in your child's school is called Multi-Tiered Systems of Support (MTSS). Look inside to see how this process can help your child become a better student.

Revised 10/2017

What are Multi-Tiered Systems of Support?

Multi-Tiered Systems of Support is an approach to the early identification and support of students with learning and behavioral needs that includes multiple tiers. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Then, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

It includes:

- Scientifically based tiered classroom instruction
- Ongoing student assessment
- Data based decision making



IMPROVING EDUCATION FOR ALL STUDENTS!

What Is Tiered Instruction?

Tier 1: Benchmark Level

All students receive instruction in the general education classroom using core curriculum; about 80% of students achieve at this level.

Tier 2: Strategic Level

Students who do not respond adequately to the core curriculum usually make up approximately 15% of the school population. These students are considered "at-risk" and are then provided supplemental instruction/intervention.

Tier 3: Intensive Level

Approximately 5% of students in schools do not adequately respond to both core curriculum and strategic level interventions they then need more intensive, individualized support. Interventions are monitored and evaluated using student response data and feedback from staff observations.

WHAT TYPE OF DATA MAY BE COLLECTED ON MY CHILD?

- Reading & Math Curriculum-Based Measurement: benchmark and progress monitoring results
- Behavior charting
- Measures of Academic Progress & MN Comprehensive Assessment
- Adaptive Reading and Math results

HOW OFTEN IS THE DATA COLLECTED?

- All tiers of instruction are assessed three times per year to collect benchmark data
- Progress monitoring data is collected with increasing frequency based on tier placement
 - Tier 2: Progress monitoring 2 times/month
 - Tier 3: Progress monitoring weekly

WHO LOOKS AT THE DATA?

- Teams of educational professionals who meet regularly to discuss your child's progress towards MN academic standards.

WHAT IS MY ROLE AS A PARENT IN THE PROCESS?

- Co-communicator, Co-supporter, Co-learner, Co-teacher

WHAT ARE MY RIGHTS AS THE PARENT?

- To be informed on your child's progress
- To be given informed consent means that parents are fully informed of all information relevant to their student
- To request a special education evaluation

VII. Procedures for Ensuring Integrity of Implementation In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation. *Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).*

A. Briefly describe procedures to address implementation of assessment and instructional practices
Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?

We have implemented a “walk-through” fidelity checklist for school administrators to use to verify the content of core instruction. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building (FAST Reading). Our problem-solving teams at each building are asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our teams review our benchmark reading data three times per year to evaluate their progress.

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

The responsibility for checking accountability of instructional practices and assessment falls first to the building administrator, although in some cases, this duty is performed by a trained designee, such as a reading specialist or school psychologist. We ask that fidelity checks on core instruction are completed in each classroom at a minimum of three times per school year. Fidelity checks for administration of assessment should also be completed, at minimum, once per school year. Fidelity checks for intervention practices will be performed by a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

B. Briefly describe steps to address integrity of implementation of policies and procedures
Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist

to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's complete intervention history. We also use classroom walk-through data and direct teacher observation information.

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

We will start by reviewing the Fidelity checklist information collected on both core classroom instruction and on the interventions the student is receiving. If we find errors on either of these monitoring tools, core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

VIII. Professional Development Plan for SRBI Systems and Procedures.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

- A. **Briefly describe staff development plan for implementing system of SRBI.** This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

For the 2013-14 school year, Pine Island School District has invested into the following areas in help implementing their SRBI plan:

- Professional Learning Communities (PLC) by grade level that meet weekly strictly looking at data
- Incorporating three districtwide data coaches who led data driven discussions with PLCs
- Pine Island Schools is piloting a new teacher evaluation model led by the state which incorporates added observations by peers, weighted ratings, professional discussions, and how domains can to different areas including implementing the SRBI plan

Zumbro Education Cooperative provides on-going training in problem solving and specific interventions as well as provides a RTI coordinator for schools to utilize. The district has seven early release days for staff to review data through their Professional Learning Communities. Each grade level meets on a weekly basis to review individual student and grade level data. The districts provide each teacher with access to a variety of data-warehouses including Viewpoint, FAST, TIES and Skyward.

See attached plan for 2007-2015.

B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.

The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue on-going "in-house" staff development with book studies, professional learning communities, and via other methods.

The Fidelity committee will continue to search out research-based instructional strategies and interventions with accompanying fidelity checklists. These are shared with the ZED SEED (Special Education Eligibility Determination) committee, district special education coordinators, school psychologists, and the Principal's RTI Leadership Team.

The district curriculum director works closely with the grade level teams and the building principals to implement effective general education reading curriculum/interventions. The curriculum director does periodic fidelity checks in the area of reading core instruction and shares that information with the building principals. The special education coordinator meets with the building principals and curriculum director throughout the school year to determine in the SRBI process is being implemented with fidelity throughout the district and revises the SRBI plan as indicated to reflect current practice and procedures. The SRBI plan is shared with all teachers during inservice days.



System of Scientific Research-Based Intervention (SRBI) Plan - Pine Island Middle School

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted from supporting staff in implementing the components of SRBI

to using data to determine if SRBI is being implemented as designed.

- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency: Zumbro Education District

School Sites Implementing Scientific Research Based Intervention Systems: Pine Island Middle School (5th-8th Grades)

B. Contact information for program lead

District Special Education Coordinator: Jill Petersen

Phone: 507-356-8326 ext. 3210

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MS Principal: Josh Westphal

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Staff Completing the Plan:

Academic ADSIS: Shannon Kelley

Phone: 507-356-8326 ext. 3369

Email: skelley@pineisland.k12.mn.us

Middle School Instructional Coach: Cindy Palm

Phone: 507-356-8326 ext. 3347

Email: cpalm@pineisland.k12.mn.us

- II. SRBI System Approach: Describe the continuum of supports. Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).**

The standard treatment pyramid protocol is attached (at end).

All students grades five through eight receive at least 60-120 minutes of core reading instruction using Grade Level MN Standards - grade 5, grade 6, grade 7, and grade 8.

Benchmark data is collected three times a year using Fastbridge Assessment Systems by in the fall, winter, and spring.

At the middle school level, if a student's aReading or aMath score falls in the 'risk level categories of some risk or high risk', a student receives Tier II instructional Programs including: Leveled Literacy Intervention (100 Book), Benchmark Navigators are used according to specific student need. FAST probes are administered every other week for students identified in need of reading services.

A data team (consisting of the building principal, instructional coach, ADSIS/SPED Coordinator, ADSIS academic and behavior instructors, middle school counselor and our onsite mental health therapist meet at least four times a year (after FAST assessments are administered) to review the data. If these scores are consistently low, the data team forwards the information to the Problem Solving Team (PST).

The Problem Solving Team (Core PST) members include the building principal, instructional coach, ADSIS/SPED Coordinator, ADSIS academic and behavior instructors, middle school counselor and our onsite mental health therapist. The team meets twice a month to process PST referrals. At the PST meeting, members are given one or more of the standard interventions as listed below.

Grade Level PST members include building principal, instructional coach, ADSIS academic and behavior instructors, middle school counselor, all grade level core teachers. The team meets once a week to discuss students and classroom interventions and review any data the teachers may have collected. If after at least two interventions' data show no progress, the team will decide if they need to be brought up at the next Core PST meeting.

Phonics

1. Leveled Literacy Intervention (100 Book) (Middle School Target Grades 5-6)

Phonemic Awareness

1. Leveled Literacy Intervention (100 Book)(Middle School Target Grades 5-6)

Fluency

1. ROAR- Repeated Oral Assisted Reading
2. Duet Reading
3. PRESS Interventions

(All fluency intervention is done at INDEPENDENT LEVEL text.)

Comprehension

1. Leveled Literacy Intervention (100 Book) (Middle School Grades 5-6)
2. Graphic Organizers for Guided Reading (Middle School)
3. Benchmark Navigators (Middle School)

These interventions are implemented five times per week for minimum of 20-30 minutes per session for six weeks. The Core PST team reviews data on a monthly basis to monitor student progress. At the end of the six weeks, data is reviewed by the entire team and the classroom teachers. Based on the data, a student may continue the intervention, the intervention may be modified or the student could be referred back to the Core PST for special education referral.

Students who receive Tier II interventions also receive Tier I instruction. Students who receive Tier III interventions also receive Tier II intervention and Tier I instruction.

III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)

As required in Minn. R. 3525.1341 Subp. 4.

FAST Screening processes / benchmarking takes place in district schools three times per year. Fall is measured during the month of September. Winter is measured during the month of January. Spring is measured during the month of May. FAST aReading and aMath Tests are given three times a year (fall, winter, and spring).

MCA

The district administers the Minnesota Comprehensive Assessments (MCA) for students in grades 3-8 in the areas of reading, math and science (grades 5 and 8 only). The reading and math tests are administered once per year. Students whom their IEP team deem eligible will be given the Minnesota Test of Academic Skills (MTAS), which measures their skills on an alternative set of grade level standards.

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

DISTRICT CUTOFFS: FAST Assessments

Cutoffs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 40th percentile score in each measure as at “some risk” and potentially in need of additional support and intervention. The school district determines which measures are applicable for identifying students in need of additional support at each grade level.

SCHOOL CUTOFFS: MCA

Those students who fall below the score of 40 will receive intensive interventions.

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

DISTRICT CUTOFFS: FAST

	Fall	Winter	Spring
Grade 5 aReading	509	517	522
Grade 6 aReading	512	523	527
Grade 7 aReading	520	525	531
Grade 8 aReading	526	530	536

DISTRICT CUTOFFS: MCA

	Cutoff
Grade 5 MCA	539
Grade 6 MCA	639
Grade 7 MCA	739
Grade 8 MCA	839

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

ZED DISTRICT: FAST

FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to correct number of responses. These formative assessments are used for screening students given in the Fall, Winter and Spring. FAST adaptive Reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

SCHOOL DISTRICT: MCA

Decision rules were established during the 2010 school year and are periodically reviewed to ensure they are being applied. MCA data on students who receive secondary/tertiary support is collected on yearly basis in the spring. Specific MCA strand data is analyzed and considered when developing interventions to meet the needs of the student. As with all data and intervention decisions, multiple factors are considered (attendance, intervention fidelity, health concerns, behavior, etc.).

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

- A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area. Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level 5, 6, 7, 8	Content Area Reading			
	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental) Target/Flex	Tertiary Supports (Intensive) Reading ADSIS
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4	5th - 30 min/day; 2 days/week	5th - 45 min/daily 6th - 44 min/daily 7th - 44 min/daily 8th - 44 min/daily	5th - 30 min/day; 2 days/week 6th - 44 min/day; 2 days/week 7th - advisory - 20 min, 4 days/week 8th - advisory - 25 min, 4 days/week	5th/6th - 44 min, 4 days/week 7th/8th - 44 min, 5 days/week
Focus of intervention		5th - Fluency, Vocabulary Comprehension - fiction and nonfiction 6th - Vocabulary comprehension - fiction and nonfiction - Main idea, setting, plot, theme, fluency, inferencing,	5th - vocabulary, comprehension - fiction and nonfiction 6th - Vocabulary, context clues, comprehension-fiction and nonfiction. 7th - Reading strategies 8th - What the Text Says, Central Ideas,	Literature: -Comprehension: main idea, inference, vocabulary, context clues -Elements of plot and story structure Nonfiction: text features (headings, tables, etc.) comprehension: sequence, main idea/details,

		compare/contrast, point of view 7th - Reading Strategies, vocabulary, ELA 7th Grade Common Core Standards 8th grade - Common Core Standards	People Events & Ideas, Word Meaning & Choice, Text Structure, Point of View, Multimedia, Arguments & Claims	
List the research-based instructional approaches to be used		5th - Teacher modeling Partner reading Literature groups High frequency words 6th - Teacher modeling, partner reading, flexible grouping, group discussion techniques. 7th - Reading strategies, teacher modeling, peer-assisted learning strategies (PALS) 8th - flexible grouping, small group instruction, teacher modeling, literature groups, peer scaffolding	5th - flexible groups, context clues, word bases, nonfiction text features, nonfiction text structures 6th - Modeling, flexible grouping, guided reading 7th - one-on-one with teacher, data-driven instruction 8th - flexible groups, small group instruction, homogeneous grouping, teacher modeling	ADSIS: Small group instruction, guided reading, teacher modeling, one-on-one
List the materials to be used (e.g., components, programs, series, texts/reading series)		5th - Scott Foresman, Action 100, Rebecca Sitton Spelling, The Lion, the Witch, and the Wardrobe, Historical novels at	5th - Newsela, National Geographic, Novels at independent color levels 6th- Newsela, Action 100, Novels at independent color levels	Scholastic teacher materials on comprehension, vocabulary, roots, Edgenuity, Newsela, novels at different reading levels, Success with Reading, Nonfiction and fiction paired texts, skill focus based on MN standards

		<p>independent color levels, National Geographic</p> <p>6th - Newsela, Action 100, teacher-created curriculum based on MN standards paired with short stories and Novels: <i>Home of the Brave, The Birchbark House, Harriet Tubman</i> (whole group novels).</p> <p>7th - Newsela, teacher-created curriculum based on MN standards paired with short stories, poems, daily reading practice (DRP), Word Wizard, and Novels: A Christmas Carol and Nothing But the Truth</p> <p>8th - Newsela, Words to Go, teacher-created curriculum based on MN standards paired with short stories, poems, <i>The Giver</i> by Lois Lowry, <i>The Diary of a Young Girl</i> by</p>	<p>with teacher created curriculum based on MN standards.</p> <p>7th - Using CBM and reteaching</p> <p>8th - Words to Go, Newsela, <i>Writing Strategies</i> by Serravallo, <i>Reading Strategies</i> by Serravallo</p>	
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		Anne Frank,		
Describe how instruction delivered, for how many minutes per day, days/week		5th - whole group 45 minutes/day, 5 days/week 6th - whole group 44/minutes/day, 5 days/week 7th - whole group 44 minutes/day, 5 days/week 8th - whole group 44 minutes/day, 5 days/week	5th - whole group 30 minutes, 2 days/week 6th - smaller flexible groups, 44 min/day; 2 days/week 7th - advisory - one-to-one instruction, 20 minutes, 4 days/week 8th - advisory, small flexible group instruction, 25 minutes, 4 days/week	5th/6th - small group 44 min, 4 days/week 7th/8th - small group 44 min, 5 days/week
Describe who delivers instruction/ ratio of students to staff		5th - Teacher delivered 1:25 ratio 6th - Teacher delivered 1:25 ratio 7th - Teacher delivered 1:25 ratio 8th - Teacher delivered 1:30 ratio	5th - Teacher delivered 1:25 ratio 6th - Teacher delivered 1:15 ratio 7th - Teacher delivered 1:15 ratio 8th - Teacher delivered 1:1 ratio	5th/6th: Teacher and para 1:6 ratio, 4 days/week 7th/8th: Teacher and para 1:6 ratio, 5 days/week
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.		Aimsweb (past) (5-8) Fast Bridge (Future) (5-8) Schoology Mastery Report (8th)	Para (past) (5-8) Teacher (future) (5-8)	AIMS - past 5th-8th 1/week FAST - future, reading fluency and comp. 1/week

B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based. Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the

research-base establishing the efficacy of listed practices.

All programs used are research based.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research

WWC = What Works Clearinghouse

National Reading Panel areas of instruction for which the intervention was designed:

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
Benchmark Navigators	F, V, C	5-8	<ul style="list-style-type: none">• Allington, Richard L. (1983) "The Reading Instruction Provided Readers of Differing Reading Abilities." Elementary School Journal, 18, pp. 548–559.• Anderson, C. (2000) How's It Going? A Practical Guide to Confering With Students. Portsmouth, NH: Heinemann.• Dorn, L., and C. Soffros. (2005) Teaching for Deep Comprehension. Portland, ME: Stenhouse, 2005.• Duke, N., and P. D. Pearson. (2002) "Effective Practices for Developing Reading Comprehension" in A. E. Farstrup and S. Samuels, eds. What Research Has to Say About Reading Instruction, pp. 204–242. IRA.
Duet Reading	F	1-5	<ul style="list-style-type: none">• Aulls, M.W., (1982). Developing Readers in Today's Elementary Schools. Allyn & Bacon: Boston.• Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books.• Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. Theory into Practice, 30 (3), 165-175.• Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77.

			<ul style="list-style-type: none"> • Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. <i>Learning Disability Quarterly</i>, 15, 21–27.
Early Reading Intervention: Scott Foresman	PA, Ph, F, V	K-1	<ul style="list-style-type: none"> • FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is aligned with current scientifically based reading research”.
FCRR Strategies	PA, Ph, F, V, C	K-5	<p>FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: http://www.fcrr.org/assessment/ET/pdf/references.pdf</p>
Fountas and Pinnell Leveled Literacy Intervention	PA, Ph, F, V, C	K-5	<ul style="list-style-type: none"> · Ransford-Kalson, Carolyn R. et. al: Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell's Leveled Literacy Intervention System in Rural and Suburban Schools, CREP, 2009-2010 · Ransford-Kalson, Carolyn, R. et. al; Efficacy of the Leveled Literacy Intervention System for K–2 Urban Students: An Empirical Evaluation of LLI in Denver Public Schools, CREP 2011-2012
Great Leaps	PA, Ph, F	K-8**	<p>FCRR -“consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research supporting Great Leaps is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> • Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle

			<p>schoolers with specific learning disabilities. Learning Disabilities Research & Practice, 15, 179-189.</p> <ul style="list-style-type: none"> • Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. Perspectives, 2 (1) 15-18.
Guided Reading	Ph, F, V, C	K-4	<ul style="list-style-type: none"> • Allington, R. L. (1983). The reading instruction provided readers of differing reading ability. Elementary School Journal, 83, 548–559. • Barr, R, & Dreeben, R. (1991). Grouping students for reading instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.) Handbook of Reading Research, Volume II. Mahway, NJ: Lawrence Erlbaum Associates. • Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. • Good, T. K., & Marshall, S. (1984). Do students learn more in heterogeneous or homogeneous groups? In P. L. Peterson, I. C. Wilkinson, & M. Hallinan, (Eds.). The social context of instruction. New York: Academic Press. • Stahl, K. A. D. (2009). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. Journal of Literacy Research, 40, 3, pp. 359–391.
Language!	PA & Ph	3 through 12	FCRR – 3+'s in all NRP areas, except vocabulary but “preliminary research results are very promising
Letter/ Sound Correspondence	PA	preK – K,1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. • Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. Intervention in school and clinic, 34(5), 271-277.
Newscaster	F	1-5	<ul style="list-style-type: none"> • Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy.

			<ul style="list-style-type: none"> • Dowhower. S.L. (1987. Effects of repeated reading on second-grade transitional readers' fluency and comprehension. Reading Research Quarterly. 22, 389-406. (listening to a tape). • Heckelman, R.G. (1969. A neurological-impress method of remedial reading instruction. Academic Therapy, 4, 277-282. • Rasinski, T.V. (2003. The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books. • Searfoss, L. (1975. Radio Reading. The Reading Teacher, 29, 295-296. • Stahl S. (2004. What do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., & Chabra, V. (Eds. The Voice of Evidence in Reading Research. Brookes: AU.
Orton Gillingham	PA, Ph, F, V, C	K-4	<ul style="list-style-type: none"> • "Academy of Orton-Gillingham." Academy of Orton-Gillingham. N.p., n.d. Web. 09 Feb. 2014. Gillingham, A. & Stillman, B.W. (1997). • The Gillingham Manual: remedial training for students with specific disability in reading, spelling and penmanship. (8th ed.). Cambridge, MA: Educators Publishing Service. • Henry, M. K. & Brickley, S. G. (Eds.). (1999). Dyslexia: Samuel T. Orton and his legacy. Baltimore: The International Dyslexia Association
Partner Reading/ Pairs Reading	F	K-3	Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes & Fuchs, 1993, Mathes, et.al, 1994. The effectiveness of this instructional practice in general education and special education classrooms has been well established.
Pencil Tap		For students who have decoding skills but need to use them consistently	<ul style="list-style-type: none"> • Hattie, J., & Timperley, H. (2007. The power of feedback. Review of Education Research. 77(1, 81-112). • Howell, K., W., & Nolet. V., (2000. Curriculum-Based Evaluation: Teaching and Decision Making 3rd Ed. Belmont, CA: Wadsworth. • Lysakowski, R.S., & Walberg, H.J. (1982. Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. American Educational Research Journal Vol 19(4., 559-578 • Tenenbaum, G., & Goldring, E. (1989. A meta-analysis of the effects of enhanced

			instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. Journal of Research & Development in Education. Vol 22(3. 53-64)
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Phoneme Blending	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287. • Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), Comparative Reading (pp.551-579.. New York: MacMillan. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children, Vol 30(6. 20-25 • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.
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			<ul style="list-style-type: none"> • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443–455.
Phoneme Segmenting	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990.. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Blachman, B. A. (1991.. Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. Topics in Language Disorders, 12, 51–65.

			<ul style="list-style-type: none"> • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children Vol 30(6. 20-25. • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443–455.
Read Naturally	F	1-5	FCRR-but none are controlled studies
Read Well : Read Well K Read Well 1 Read Well Plus	PA, Ph, F, V, C	K-3	FCRR- "the instructional content and design of <i>Read Well</i> is consistent with the most recent research in reading. These studies demonstrate that exposure to <i>Read Well K</i> and <i>Read Well 1</i> increase student performance on reading and language standardized test scores."
Repeated Readings	F	K-12	• Moyer, S.B. (1982). Repeated reading. Journal of Learning Disabilities, 45, 619-623

			<ul style="list-style-type: none"> • Rasinski, T.V. (1990). Effects of repeated reading and listening –while-reading on reading fluency. Journal of Educational Research, 83(3), 147-150. • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. Reading Research Quarterly. 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. The Reading Teacher, 32, 403-408. • Samuels, S.J., (1987). Information processing abilities and reading. Journal of Learning Disabilities, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. Journal of Educational Research, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis .Remedial and Special Education. 25(4) 252-261
Road to the Code	PA & Ph	K-1	<p>FCRR-“These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research.</p> <p>There is also encouraging research that supports the use of this program to significantly improve early reading skills.”</p>
S.M.A.R.T.	K-4	PA, Ph	<ul style="list-style-type: none"> • Brigance, A. (1987, 1999) Brigance K & 1 Screen for Kindergarten and First Grade. Second Edition. North Billerica, MA: Curriculum Associates. • Fuchs, L.S., Fuchs, D. and Compton, D.L. (2004) Monitoring Early Reading Development in First Grade: Word Identification Fluency Versus Nonsense Word Fluency. Exceptional Children, 71(1): 7-21. MLRC Staff. (2001) • MLRC 2000-2001 Summary Report, Minneapolis: Minnesota Learning Resource Center. (Results of Minnesota SMART sites and Landau Reflex)

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Sonday	K-4	PA, Ph, F, V, C	<ul style="list-style-type: none"> • Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (Spr-Sum, 1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. American Educator, 22(1-2), pp. 18-29. • Beck, I, McKeown, M, Hamilton, R., & Kugan, L..(Spring, Summer, 1998). Getting at the meaning: how to help students unpack difficult text. American Educator, v22 n1-2 p66- 71,85 • Danies, M. (1996). Seeing Language: The Effect over Time of Sign Language on Vocabulary Development in Early Childhood Education. Child Study Journal, 26, 3, pp. 193-208. • Daniels, M. (Sum, 1994). Words more powerful than sound. Sign Language Studies, 83, pp. 156- 166. • Dole, Janice A.; et. al, (March, 1995) Teaching Vocabulary within the Context of Literature. Journal of Reading, 38, 6, pp. 452-60. • Fernandez-Fein, S. & Baker, L. (Sept, 1997). Rhyme and alliteration sensitivity and relevant experiences among preschoolers from diverse backgrounds. Journal of Literacy Research, 29(3), pp. 433-459. • LaBerge, D. & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. Cognitive

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Stop and Go	F, C	1-5	• Blevins, W. (2001).. Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. • Rasinski, T., & Padak, N. (1994.. Effects of fluency development on urban second- graders. Journal of Education Research, 87. • Rasinski, T.V. (2003.. The fluent reader: Reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic Professional Books.
Word Blending	PA & Ph	K-5 +	• Adams, M.J. (2001).Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), Handbook of Early Literacy Research (pp. 66-80). New York: Guilford Press. • Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. Journal of Research in Reading, 22(3) 217-240. Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). Journal of Educational Psychology, 89(4)645-651.

Words Their Way / Word Sorts	Ph & V (leading to increased fluency)	K-8	<ul style="list-style-type: none"> • Morris, D. Word sort: A categorization strategy for improving word recognition ability. Reading Psychology, 3, 247-259. • Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. School Psychology Review, 31 122-129. • Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.
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V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

5th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	133 wcpm + Sept 151 wcpm + Jan 163 wcpm + May	0.77 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	108-132wcpm+ Sept 124-150 wcpm + Jan 138-162 wcpm + May	0.60 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<107 wcpm Sept < 123 wcpm Jan < 137 wcpm May	0.46 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

6th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	142 wcpm + Sept 159 wcpm + Jan 172 wcpm + May	0.79 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	117-141 wcpm Sept 132-158 wcpm + Jan 145-171 wcpm + May	0.64 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Tertiary	<117 wcpm Sept < 132 wcpm Jan < 145 wcpm May	0.49 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
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Adaptive Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
5 aReading	509 Sept 517 Jan 522 May	1.17 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	502 Sept 509 Jan 514 May	0.62 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	497 Sept 503 Jan 507 May	0.20 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
6 aReading	516 Sept 523 Jan 527 May	1.37 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	509 Sept 515 Jan 519 May	1.24 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	502 Sept 508 Jan 512 May	1.24 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

B. Describe rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

ZED DISTRICT: FAST

Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary / tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In

schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes

SCHOOL DISTRICT: MCA

Decision rules were established during the 2010 school year and are periodically reviewed to ensure they are being applied. MCA data on students who receive secondary/tertiary support is collected on yearly basis in the spring.

Specific MCA strand data is analyzed and considered when developing interventions to meet the needs of the student. As with all data and intervention decisions, multiple factors are considered (attendance, intervention fidelity, health concerns, behavior, etc.).

C. Special Education Progress Monitoring and Exit Criteria. Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☒ Yes ☐ No

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☒ Yes ☐ No

What are the special education exit criteria for students?

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives
3. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes Progress reporting in FAST, State and District standardized testing.

The team will consider exiting the student if the following conditions are met:

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency and

- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the basic psychological processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

VI. Parental Notification and Consent Policies

A. Describe the parent notification and consent policies. Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.
- Data collected regarding the nature of the child's performance.
- When a parent is notified of the due process procedures and protections.
- The instructional strategies and services provided to increase the student's rate of learning. Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.
- Data collected regarding the nature of the child's performance. Progress monitoring data will be collected twice a month for Tier 2 and at least weekly for Tier 3 services.
- When a parent is notified of the due process procedures and protections. Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services. Parents are notified in writing.



Multi-Tiered Systems of Support (MTSS):

IS NOT...

- A pre-referral system
- An individual teacher, classroom, or special education program
- An added period of reading instruction or a separate stand-alone initiative
- A student accommodation such as preferential seating, shortened assignments, classroom observations, suspension, or retention
- A one shot attempt for remediation

Contacts:

ZED 507.775.2087
 Executive Director: Patrick Gordon
 Special Education Coordinator: Lynn Rocco
 Reading Specialist: Melissa Murno

ZED Schools:

Blooming Prairie
 Elementary
 507.583.6615

Kasson-Manterville
 Middle School
 507.634.4030

Blooming Prairie
 High School
 507.583.4426

Pine Island Schools
 507.356.8581

Byron Primary
 507.624.0311

Stewartville Bonner
 507.533.1666

Byron Intermediate
 507.775.6620

Stewartville Bear Cave
 507.533.1400

Hayfield Community
 507.477.3236

Triton Schools
 507.374.2258

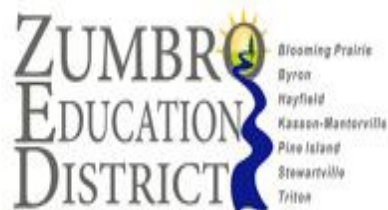
Kasson-Manterville
 Elementary
 507.634.1234

Parents are notified when...

- Your child is referred to a Tier 2 or Tier 3 program
- There is a change in programming that requires additional time for instruction
- Consent is required when your child is referred for further evaluation through special education

Zumbro Education District

801 Frontage Rd. NW
 Byron, MN 55920
www.zumbroed.org



Multi-Tiered System of Support (MTSS) Notification:

Information About Your Child's Educational Program

Your child's school district and the Zumbro Education District are committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and use this information to make instructional decisions. The process used by teachers in your child's school is called Multi-Tiered Systems of Support (MTSS). Look inside to see how this process can help your child become a better student.

Revised 10/2017

What are Multi-Tiered Systems of Support?

Multi-Tiered Systems of Support is an approach to the early identification and support of students with learning and behavioral needs that includes multiple tiers. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Then, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

It includes:

- Scientifically based tiered classroom instruction
- Ongoing student assessment
- Data based decision making



IMPROVING EDUCATION FOR ALL STUDENTS!

What Is Tiered Instruction?

Tier 1: Benchmark Level

All students receive instruction in the general education classroom using core curriculum; about 80% of students achieve at this level.

Tier 2: Strategic Level

Students who do not respond adequately to the core curriculum usually make up approximately 15% of the school population. These students are considered "at-risk" and are then provided supplemental instruction/intervention.

Tier 3: Intensive Level

Approximately 5% of students in schools do not adequately respond to both core curriculum and strategic level interventions they then need more intensive, individualized support. Interventions are monitored and evaluated using student response data and feedback from staff observations.

WHAT TYPE OF DATA MAY BE COLLECTED ON MY CHILD?

- Reading & Math Curriculum-Based Measurement: benchmark and progress monitoring results
- Behavior charting
- Measures of Academic Progress & MN Comprehensive Assessment
- Adaptive Reading and Math results

HOW OFTEN IS THE DATA COLLECTED?

- All tiers of instruction are assessed three times per year to collect benchmark data
- Progress monitoring data is collected with increasing frequency based on tier placement
 - Tier 2: Progress monitoring 2 times/month
 - Tier 3: Progress monitoring weekly

WHO LOOKS AT THE DATA?

- Teams of educational professionals who meet regularly to discuss your child's progress towards MN academic standards.

WHAT IS MY ROLE AS A PARENT IN THE PROCESS?

- Co-communicator, Co-supporter, Co-learner, Co-teacher

WHAT ARE MY RIGHTS AS THE PARENT?

- To be informed on your child's progress
- To be given informed consent means that parents are fully informed of all information relevant to their student
- To request a special education evaluation

VII. Procedures for Ensuring Integrity of Implementation In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation. Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe procedures to address implementation of assessment and instructional practices

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?

We have implemented fidelity checklists for school administrators to use to verify the content of core instruction. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building (FAST). Our problem-solving teams at each building are asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our teams review our benchmark reading data three times per year to evaluate their progress.

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

The responsibility for checking accountability of instructional practices and assessment falls first to the building administrator. We ask that observations on core instruction are completed in each classroom, as well as professional growth goal setting and instructional coaching ongoing throughout the school year. Fidelity checks for administration of assessment should also be completed, at minimum, once per school year. Fidelity checks for intervention practices will be performed by a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

B. Briefly describe steps to address integrity of implementation of policies and procedures

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's complete intervention history. We also use classroom walk-through data and direct teacher observation information.

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

Core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

VIII. Professional Development Plan for SRBI Systems and Procedures.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

- A. **Briefly describe staff development plan for implementing system of SRBI.** This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

Zumbro Education Cooperative provides on-going training in problem solving and specific interventions as well as provides an RTI coordinator for schools to utilize. The district employs an instructional coach in each building which helps staff work toward goals related to data and academics. Staff are also encouraged to seek out professional development that will best help them meet their goal. A specified number of hours can be counted toward individualized professional development each year.

See attached plan for 2017-2018.

B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.

The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue on-going "in-house" staff development with book studies, professional learning communities, instructional coaching and via other methods.

The Fidelity committee will continue to search out research-based instructional strategies and interventions with accompanying fidelity checklists. These are shared with the ZED SEED (Special Education Eligibility Determination) committee, district special education coordinators, school psychologists, and the Principal's RTI Leadership Team.

Each grade level meets once a week to talk about student progress related to academic goals. Different strategies are discussed and student are placed in multi-tiered groups based on needs. Supports are also given through a problem solving committee when grade levels are looking for further assistance.

Stewartville Public Schools Scientific Research Based Instruction (SRBI) Plan

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted **from** supporting staff in implementing the components of SRBI **to** using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency: Zumbro Education District Stewartville Public Schools School Sites Implementing Scientific Research Based Intervention Systems: (List Schools)

Bonner Elementary School, Bear Cave Intermediate School

B. Contact information for program lead

Name Sheila McNeill

Title/Position: Principal Bear Cave
Intermediate School

Phone: 507-533-1400

Email: sheila.mcneill@ssdtigers.org

Name Zane McInroy

Title/Position: Principal Bonner
Elementary School

Phone: 507-533-1549 **Email:** zane.mcinroy@ssdtigers.org

Staff Completing the Plan: Building Principals/Special Education Coordinator

II. SRBI System Approach: Describe the continuum of supports. Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

The standard treatment protocol utilized at Bonner Elementary School is described below.

All students in Grades K-2 receive 60 – 90 minutes of reading instruction per day. Reading Streets published by Scott Foresman, (2008) is the core curriculum being utilized for direct instruction. Benchmark data is collected 3 times per year (September, January, and May) using FAST probes for grades K-2.

A Grade Level team at each building site comprised of the K-2 teachers meet at least weekly to review student data. If a student's FAST score falls below the 20th percentile (National Norms), those students receive Tier II intervention. Programs used include Fountas and Pinnell's Leveled Literacy Intervention for grades 1-2 and Letterland for Kindergarten. Students who fall into the Tier II category may also receive intervention through the Reading Corps program. Those students who fall below the 5th percentile (National Norms) on FAST may also receive Tier III support. Programs used include instruction of Phonemic Awareness, Phonics, Spelling, Word Work, Fluency, Comprehension, and/or Writing depending on the need(s) of the individual student. FAST probes are administered approximately every 5 to 10 school days. Data is reviewed and instruction is adjusted accordingly. Tier II intervention is everyday for 30 minutes.

If a student's FAST score falls below the 5th percentile (National Norms), other data sources are considered including classroom formative assessments. If these scores are consistently low, the data team forwards the information to the school Problem Solving Team (PST). The site Problem Solving Team is comprised of the school psychologist, building principal, school counselor/social worker, a grade level representative from each grade level, a reading specialist and/or special education teacher. Specific classroom teachers are invited on a case by case basis or as invited. This site committee meets at least twice a month during the school year.

At the PST meeting, members recommend specific reading interventions for the student identified through the data review. At present, these interventions are delivered by the reading specialist, classroom teacher, or trained staff member such as a paraprofessional. The intervention is completed 3-4 times per week for 15-20 minutes per session. The goal is to increase the length of the intervention to 30 minutes per week. Interventions may include Repeated Oral Assisted Reading, Reciprocal Teaching, and Reading Corps strategies. FAST probes are administered to students who have been through the problem solving process approximately every 7 school days. After 6 data points are collected, the data is reviewed. If the student is not making adequate progress, another intervention is implemented. (A total of 12 data points over 7 weeks is needed.) If the student is making progress, the intervention is continued. These interventions are considered Tier III interventions as they are individualized to the student area of need.

Students who receive Tier II interventions also receive Tier I instruction. Students who receive Tier III interventions also receive Tier II and Tier I instruction.

The standard treatment protocol utilized at Bear Cave Intermediate School is described below.

Bear Cave Intermediate consists of 3rd, 4th, and 5th grades. All students in the 3rd, 4th, and 5th grades receive 60-90 minutes of instruction per day in the core reading curriculum. The core reading curriculum is Reading Streets by Scott Foresman.

Benchmark data is collected three times per year utilizing the FAST assessments.

The grade levels meet weekly to examine the benchmark data and previous year's Minnesota Comprehensive Assessment- (MCA) results. Students who fall below the 20th (National Norms) percentile on FAST assessment or received a score of "does not meet" on the MCAs will be identified and may receive support through a Tier II intervention. Selection Tests/Unit Tests from the Reading Streets curriculum will also be considered. Tier II interventions at Bear Cave Intermediate include Fountas and Pinnell's Leveled Literacy Intervention. Students in Tier II interventions receive at least 30 minutes of instruction, daily, five days per week. If a student falls below the 5th percentile (National Norms) on the FAST assessments may qualify for Tier III support as well. Students receiving Tier II services will be administered reading probes every 5 to 10 school days.

The Bear Cave Problem Solving Team consists of the School Psychologist or Special Ed staff, Building Principal, School Social Worker, Reading Specialist, and one Teacher from each grade level. The Problem Solving Team meets twice a month and reviews individual student data to identify intervention needs/ concern.

Those students who fall below the 5th (National Norms) percentile may receive Tier III support. Programs used include instruction of Phonemic Awareness, Phonics, Spelling, Word Work, Fluency, Comprehension, and/or Writing depending on the need(s) of the individual student. FAST probes are administered approximately every 5 to 10 school days. Data is reviewed and instruction is adjusted accordingly.

Students who receive Tier II interventions continue to receive Tier I support as well. Students who receive Tier III interventions also receive Tier II and Tier I support.

III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)

As required in Minn. R. 3525.1341 Subp. 4.

FAST Screening processes / benchmarking takes place in district schools three times per year. Fall is measured during the months of September-early October. Winter is measured during the months of January-early February. Spring is measured during the month of May.

MCA Reading tests are given in April each year.

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

Cutoffs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 40th percentile score in each measure as at some risk and potentially in need of additional support and intervention. The school district determines which measures are applicable for identifying students in need of additional support at each grade level.

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

DISTRICT CUTOFFS: FAST (20th Percentile and below)

	Fall	Winter	Spring
Grade K Composite Score	31	48	60
Grade 1 Composite Score	29	45	57
Grade 1 CBM	N/A	26	52

Grade 2 CBM	36	67	86
Grade 3 CBM	69	95	111
Grade 4 CBM	97	116	130
Grade 5 CBM	113	130	143

	Fall	Winter	Spring
Grade 1 aReading	422	442	457
Grade 2 aReading	454	473	479
Grade 3 aReading	478	485	493
Grade 4 aReading	490	498	502
Grade 5 aReading	500	506	510

DISTRICT CUTOFFS: MCA

	Cutoff
Grade 3 MCA	339 Does Not Meet
Grade 4 MCA	439 Does Not Meet
Grade 5 MCA	539 Does Not Meet

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

ZED DISTRICT: FAST

FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to correct number of responses. These formative assessments are used for screening students given in the Fall, Winter and Spring. FAST adaptive Reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

SCHOOL DISTRICT: Minnesota Comprehensive Assessment – Reading

The MCA assessment is given once a year at our school sites in grades 3-5. The MCA assesses general reading ability. Scripted directions are provided to each student and then taken independently. Tests are sent to Pearson Inc. and scores are provided back to the schools. MCA scores are normed against other students at the same grade level across the state. The MCA assessment is used to determine which students have met proficiency or are in need of intervention.

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area. Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level: K	Content Area: Reading			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental) Tier II Strategic	Tertiary Supports (Intensive) Tier III
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		Reading Street Scott Foresman (2008 ed.) daily for 60 minutes for entire year.	Daily – 30 minutes until assessment scores indicate level of mastery	15-20 minutes, 3-5 days per week

Focus of intervention		Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Phonemic Awareness Letter names Letter sounds Word Building Onsets and Rimes Consonant Blends Long Vowels Vowel Teams Sentence Reading	Visual Discrimination Letter Sounds Phonemic Awareness Sight Words Oral Language MN Rdg. Corp: Phonemic Awareness, Phonics
List the research-based instructional approaches to be used		Direct Instruction Whole Group Small Group Repeated Reading Differentiated Instruction, Literacy Circles Flexible Groupings Guided Reading Buddy Reading,	The use of characters and actions to teach phonics is supported by scientific research. The Letterland system is also in line with research on memory and the way we learn. Each Letterland character has a personality and lives in a realistic environment filled with alliterative objects. By integrating phonics with life experience, they provide children with a systematic and motivating framework for learning all 44 sounds and their spellings and for developing full literacy.	Phoneme Blending (MN Rdg. Corp) Phoneme Segmenting (MN Rdg. Corp)

List the materials to be used (e.g., components, programs, series, texts/reading series)		K – Leveled Readers Big Books, Trade Books Flashcards Fresh Reads Take –Home Readers	Letterland (2008)	Letterland (2008) Jan Richardson Framework Project Story Boost Letter cards with repeated practice, modeling, pacing and error correction (AC)
Describe how instruction delivered, for how many minutes per day, days/week		Direct Instruction 60-90 minutes /day five days per week	Explicit and systematic practice 30 minutes, 5 days per week	Explicit instruction at student's instructional level 15-20 minutes, 3-5 days per week
Describe who delivers instruction/ratio of students to staff		Classroom Teacher Approx. 25/1	Reading Specialist, Title 1 Teacher, & Paraprofessionals 1:2 ratio	MN Reading Corps Staff 1:1 instruction ADSIS Teacher 1:1 ADSID Para 1:1
Progress Monitoring Data to be collected Required in Minn.R. 3525.1341 Subp.3 F.		Weekly Selection Tests	-FAST: Word Segmentation -FAST: Letter Sound Fluency data collected at least every two weeks	Letter Sound Fluency data collected weekly

Grade Level_1	Content Area: Reading			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		Reading Street - Scott Foresman (2008 ed.) daily for 60-90 minutes for entire year.	Daily – 30 minutes until assessment scores indicate level of mastery	15-20 minutes, 3-5 days per week
Focus of intervention		Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Oral Language Phonemic Awareness Fluency Writing Comprehension Phonics Word Study	Phonemic Awareness Phonics/Word Study Fluency MN Rdg. Corp: Phonemic Awareness / Phonics / Oral Reading Fluency
List the research-based instructional approaches to be used		Direct Instruction Whole Group Small Group Repeated Reading Differentiated Instruction, Literacy Circles Flexible Groupings Guided Reading Buddy Reading,	Small Groupings Systematic Phonics Repeated Readings Sound Analysis Early Writing Conventions	
List the materials to be used (e.g., components, programs, series, texts/reading series)		Leveled Readers Big Books, Trade Books Flashcards Fresh Reads Take-Home Readers	Leveled Literacy Intervention (2009)	Words Their Way (2008) Sound Detective Kit Repeated Readings MN Rdg. Corp: 2-phoneme to 4-phoneme word

				blends
				Short stories at student's instructional reading level
Describe how instruction delivered, for how many minutes per day, days/week		Direct Instruction 60-90 minutes /day five days per week	Explicit and systematic practice 30 minutes, 5 days per week	Explicit instruction at student's instructional level 15-20 minutes, 3-5 days per week
Describe who delivers instruction/ratio of students to staff		Classroom Teacher Approx. 25/1	Reading Specialist, Title 1 Teacher, & Paraprofessionals 1:3-4 ratio	MN Reading Corps Staff 1:1 instruction ADSIS Teacher 1:1 ADSIS Para 1:1
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.		Weekly Selection Tests	-FAST: Word Segmentation -FAST: Decodable Words data collected at least every two weeks	MN. Rdg. Corp: Nonsense Word Fluency data collected weekly
				FAST: Word Segmentati on FAST: Decodable Words FAST: CBM-Reading

Grade Levels <u>2</u>	Content Area: Reading			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		Reading Street - Scott Foresman (2008 ed.) daily for 60-90 minutes for entire year.	Daily – 30 minutes until assessment scores indicate level of mastery	15-20 minutes, 3-5 days per week
Focus of intervention		Phonemic Awareness Phonics Fluency	Oral Language Phonemic Awareness Fluency Writing	Phonemic Awareness Phonics Spelling Patterns Fluency
		Vocabulary Comprehension	Comprehension Phonics Word Study	Comprehension Oral Reading Fluency
List the research-based instructional approaches to be used		Direct Instruction Whole Group Small Group Repeated Reading Differentiated Instruction, Literacy Circles Flexible Groupings Guided Reading Buddy Reading	Small Groupings Systematic Phonics Repeated Readings Sound Analysis Writing	Individualized Instruction MN Rdg. Corp: Duet Reading Great Leaps Repeated Reading with Comprehension Strategies Stop / Go Newscaster Reading Pencil Tap
List the materials to be used (e.g., components, programs, series, texts/reading series)		Leveled Readers Big Books, Trade Books Flashcards Fresh Reads Take-Home Readers	Leveled Literacy Intervention (2009)	Sound Detective Kit Words Their Way (2008) Repeated Oral Assisted Reading (ROAR) Reciprocal Teaching

				MN Rdg. Corp: Short stories at student's instructional reading level Great Leaps instructional program
Describe how instruction delivered, for how many minutes per day, days/week		Direct Instruction 60-90 minutes /day five days per week	Explicit and systematic practice 30 minutes, 5 days per week	Explicit instruction at student's instructional level 15-20 minutes, 3-5 days per week
				MN. Rdg. Corp: Explicit and systematic practice with modeling support, adult feedback, standardized error correction procedures and daily growth tracking 20 minutes per day 5 days per week
Describe who delivers instruction/ Ratio of students to staff		Classroom Teacher Approx. 25/1	Reading Specialist, Title 1 Teacher, & Paraprofessionals 1:3- 4 ratio	ADSIS Teacher 1:1 ADSIS Para 1:1 MN Reading Corps Staff 1:1 instruction
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.		Weekly Selection Tests	2nd Grade: -FAST: Word Segmentation -FAST: Decodable Words -FAST: CBM-Reading	FAST: CBM- Reading with or without comprehension
				Oral reading fluency data collected weekly
			data collected at least every two weeks	

Grade Level <u>3-5</u>	Content Area			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		Scott Foresman <u>Reading Streets</u>	Daily – 30 minutes until assessment scores indicate level of mastery	15-20 minutes, 3-5 days per week
		(2008 ed.) daily for 60-90 minutes for entire year.		
Focus of intervention	5 Pillars of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension)	5 Pillars of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension)	5 Pillars of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension)	5 Pillars of Reading (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension)
List the research-based instructional approaches to be used		Direct Instruction Whole Group Small Group Repeated Reading Differentiated Instruction, Literacy Circles Flexible Groupings Guided Reading Buddy Reading,	Small Groupings Systematic Phonics Repeated Readings Sound Analysis Writing	Individualized Instruction Spelling by Sound or Pattern Repeated Reading Understanding of meta cognition
List the materials to be used (e.g., components, programs, series, texts/reading series)		Reading Street curriculum	Leveled Literacy Intervention (2009)	Words Their Way (2008) Repeated Oral Assisted Reading (ROAR) Reciprocal Teaching

				Duets
Describe how instruction delivered, for how many minutes per day, days/week	30 minutes per day 4/5 days per week	60-90 minutes per day five days per week	Explicit and systematic practice 30 minutes, 5 days per week	Explicit and systematic practice with modeling 15-20 minutes, 3-5 days per week
Describe who delivers instruction/ratio of students to staff	Talent Development Teacher	Classroom Teacher at 1 to 26 ratio	Reading Specialist & Paraprofessionals 1:3-5 ratio	Reading Specialist, Teacher, or Trained Staff Member 1:1-3
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.	MCA and CogAT	FAST Benchmarks	FAST every 7 to 14 days CBMreading and/or CBMcomp	FAST every 7 to 14 days CBMreading and/or CBMcomp

B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based. Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research; WWC = What Works Clearinghouse

National Reading Panel areas of instruction for which the intervention was designed:

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC PA = Phonemic Awareness ; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
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Duet Reading	F	1 thru 5	<ul style="list-style-type: none"> • Aulls, M.W., (1982). Developing Readers in Today's Elementary Schools. Allyn & Bacon: Boston. • Blevins, W. (2001). Building Fluency: Lessons and Strategies for Reading Success. New York: Scholastic Professional Books. • Dowhower, S.L. (1991). Speaking of prosody: Fluency's unattended bedfellow. Theory into Practice, 30 (3), 165-175. • Mathes, P.G., Simmons, D.C., & Davis, B.I. (1992). Assisted reading techniques for developing reading fluency. Reading Research and Instruction, 31, 70-77. • Weinstein, G., & Cooke, N. L. (1992). The effects of two repeated reading interventions on generalization of fluency. Learning Disability Quarterly, 15, 21-27.
Early Reading Intervention: Scott Foresman	PA, P, h, F, V	K,1	<ul style="list-style-type: none"> • FCRR – Project Optimize is predecessor; “the content and instructional design of the Scott Foresman Early Reading Intervention is aligned with current scientifically based reading research”.
FCRR Strategies	PA, Ph, F, V, C	K-5	<p>FCRR-“ Research has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To be most effective, the five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.” See references: http://www.fcrr.org/assessment/ET/pdf/references.pdf</p>
Fountas and Pinnell LLI Leveled Literacy Intervention	PA, Ph, F, V, C	K-5	<ul style="list-style-type: none"> • Ransford-Kalson, Carolyn R. et. al: Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell's Leveled Literacy Intervention System in Rural and Suburban Schools, CREP, 2009-2010 • Ransford-Kalson, Carolyn, R. et. al; Efficacy of the Leveled Literacy Intervention System for K-2 Urban Students: An Empirical Evaluation of LLI in Denver Public Schools, CREP 2011-2012

Great Leaps	PA, Ph, F	K-8**	<p>FCRR -“consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students.</p> <p>At this point, the research supporting Great Leaps is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.”</p> <ul style="list-style-type: none"> • Mercer, C.D., Campbell, K.U., Miller, M.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. <i>Learning Disabilities Research & Practice</i>, 15, 179-189. • Meyer, M. (2002). Repeated Reading: An old standard is revisited and renovated. <i>Perspectives</i>, 2 (1) 15-18.
Language!	PA & Ph	3 through 12	FCRR – 3+’s in all NRP areas, except vocabulary but “preliminary research results are very promising
Letterland	PA, Ph, V		<ul style="list-style-type: none"> • National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health.
Letter/Sound Correspondence	PA	preK – K,1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press. • Chard, D.J., & Osborn, J. (1999). Word Recognition: Paving the road to successful reading. <i>Intervention in school and clinic</i>, 34(5), 271-277.

Newscaster	F	1-5	<ul style="list-style-type: none"> • Armbruster, B.B., Lehr, F., & Osborn, J. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: US Department of Education, National Institute for Literacy. • Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading Research Quarterly</i>, 22, 389-406. (listening to a tape). • Heckelman, R.G. (1969). A neurological-impress method of remedial reading instruction. <i>Academic Therapy</i>, 4, 277-282. • Rasinski, T.V. (2003). <i>The fluent reader: Reading strategies for building word recognition, fluency, and comprehension</i>. New York, NY: Scholastic Professional Books. • Searfoss, L. (1975). Radio Reading. <i>The Reading Teacher</i>, 29, 295-296. • Stahl S. (2004). What do We Know About Fluency? Findings of the National Reading Panel. In McCardle, P., & Chabra, V. (Eds. <i>The Voice of Evidence in Reading Research</i>. Brookes: AU.
Partner Reading / Pairs Reading	F		<p>Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes & Fuchs, 1993, Mathes, et.al, 1994). The effectiveness of this instructional practice in general education and special education classrooms has been well established.</p>
Pencil Tap		For students who have decoding skills but need to use them	<ul style="list-style-type: none"> • Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Education Research</i>, 77(1, 81-112). • Howell, K., W., & Nolet, V., (2000). <i>Curriculum-Based Evaluation: Teaching and Decision Making</i> 3rd Ed. Belmont, CA: Wadsworth. • Lysakowski, R.S., & Walberg, H.J. (1982). Instructional effects of cues, participation, and corrective feedback: A quantitative synthesis. <i>American Educational Research Journal</i> Vol 19(4., 559-578

		consist e nt l y	<ul style="list-style-type: none"> • Tenenbaum, G., & Goldring, E. (1989). A meta-analysis of the effects of enhanced instruction: Cues, participation, reinforcement and feedback and correctives on motor skill learning. <i>Journal of Research & Development in Education</i>. Vol 22(3. 53-64)
Phoneme Blending	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002.. <i>Strategies for teaching students with learning and behavioral problems</i> (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. <i>Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis</i>. <i>Reading Research Quarterly</i>, 36(3.. 250-287. • Elkonin, D.B. (1973.. U.S.S.R. In J. Downing (Ed.), <i>Comparative Reading</i> (pp.551-579.. New York: MacMillan. • National Reading Panel. (2000.. <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. <i>A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals</i>. <i>Remedial and Special Education</i>, Vol 25(3. 189-196. • Smith, C.R. (1998.. <i>From gibberish to phonemic awareness: Effective decoding instruction</i>. <i>Exceptional Children</i>, Vol 30(6. 20-25 • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. <i>Phonological Awareness: Research bases</i>. In D.C. Simmons & E.J. Kame'enui (Eds.), <i>What Reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. <i>A primer on phonemic awareness: What it is, why it is important, and how to teach it</i>. <i>School Psychology Review</i>, 24, 443–455.

			<ul style="list-style-type: none"> • Bos, C.D., & Vaughn, S. (2002.. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001.. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3.. 250-287. • National Reading Panel. (2000.. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004.. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998.. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children Vol 30(6. 20-25. • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998.. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995.. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443–455.
Read Naturally	F	1 thru 5	FCRR-but none are controlled studies
Read Well: Read Well K Read Well 1 Read Well Plus	PA, Ph , F, V, C	K-3	FCRR- "the instructional content and design of Read Well is consistent with the most recent research in reading. These studies demonstrate that exposure to Read Well K and Read Well 1 increase student performance on reading and language standardized test scores."

Repeated Readings	F	K-12	<ul style="list-style-type: none"> • Moyer, S.B. (1982). Repeated reading. <i>Journal of Learning Disabilities</i>, 45, 619-623 • Rasinski, T.V. (1990). Effects of repeated reading and listening –while-reading on reading fluency. <i>Journal of Educational Research</i>, 83(3), 147-150. • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>. 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i>, 32, 403-408.
			<ul style="list-style-type: none"> • Samuels, S.J., (1987). Information processing abilities and reading. <i>Journal of Learning Disabilities</i>, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. <i>Journal of Educational Research</i>, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. <i>Remedial and Special Education</i>. 25(4) 252-26
Road to the Code	PA & Ph	K,1	<p>FCRR-“These studies form the empirical foundation upon which Road to the Code was developed. Evidence based on these studies highlight the importance of early instruction in phonemic awareness and the alphabetic principle in facilitating the acquisition of early reading skills. We conclude that the instructional design and strategies used in Road to the Code are consistent with current scientifically based reading research. There is also encouraging research that supports the use of this program to significantly improve early reading skills.”</p>
Stop and Go	F, C	1-5	<ul style="list-style-type: none"> • Blevins, W. (2001.. <i>Building Fluency: Lessons and Strategies for Reading Success</i>. New York: Scholastic Professional Books. • Rasinski, T., & Padak, N. (1994.. Effects of fluency development on urban second-graders. <i>Journal of Education Research</i>, 87. • Rasinski, T.V. (2003.. <i>The fluent reader: Reading strategies for building word recognition, fluency, and comprehension</i>. New York, NY: Scholastic Professional Books.

Word Blending	PA & Ph	K-5 +	<ul style="list-style-type: none"> • Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), <i>Handbook of Early Literacy Research</i> (pp. 66-80). New York: Guilford Press. • Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. <i>Journal of Research in Reading</i>, 22(3) 217-240. <p>Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). <i>Journal of Educational Psychology</i>, 89(4)645-651.</p>
Words Their Way / Word Sorts	Ph & V (leading to increasing fluency)	Pre-K thru 12	<ul style="list-style-type: none"> • Morris, D. Word sort: A categorization strategy for improving word recognition ability. <i>Reading Psychology</i>, 3, 247-259. • Joseph, L. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. <i>School Psychology Review</i>, 31 122-129. • Based on research on developmental spelling and word knowledge (see references list p. 428-433 in "Words their Way" book.

V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Kindergarten Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Letter Sound Fluency	5 lsc + Sept 27 lsc + Jan 39 lsc + May	0.94 sounds per week	98%		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	< 1 lsc Sept < 18 lsc Jan < 30 lsc May	0.53 sounds per week	<98%		

1st Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	14 wcpm + Sept 43 wcpm + Jan 71 wcpm + May	1.56 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	9-13 wcpm + Sept 24-42 wcpm + Jan 46-70 wcpm + May	1.3 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 9 wcpm Sept < 23 wcpm Jan < 45 wcpm May	1.1 words per week	<95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

2nd Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	58 wcpm + Sept 87 wcpm + Jan 106 wcpm + May	1.19 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	31-57 wcpm + Sept 60-86 wcpm + Jan 80-105 wcpm + May	0.99 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 30 wcpm Sept < 61 wcpm Jan < 70 wcpm May	0.83 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

3rd Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	90 wcpm + Sept 116 wcpm + Jan 131 wcpm + May	1.01 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	63-89 wcpm + Sept 90-115 wcpm + Jan 104-130 wcpm + May	0.82 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<62 wcpm Sept < 89 wcpm Jan < 103 wcpm May	0.97 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

4rd Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	116 wcpm + Sept 136 wcpm + Jan 150 wcpm + May	0.88 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	93-115 wcpm + Sept 111-135 wcpm + Jan 123-149 wcpm + May	0.69 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<92 wcpm Sept < 110 wcpm Jan < 122 wcpm May	0.55 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

5th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	133 wcpm + Sept 151 wcpm + Jan 163 wcpm + May	0.77 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	108-132 wcpm + Sept 124-150 wcpm + Jan 138-162 wcpm + May	0.60 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<107 wcpm Sept < 123 wcpm Jan < 137 wcpm May	0.46 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Adaptive Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
1 aReading	435 Sept 454 Jan 471 May	4.48 points per month	N/A		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	426 Sept 445 Jan 461 May	4.36 points per month	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	416 Sept 440 Jan 453 May	0.46 words per week	N/A		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
2 aReading	469 Sept 481 Jan 489 May	2.23 points per month	n/a		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	459 Sept 476 Jan 481 May	1.64 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	450 Sept 470 Jan 477 May	1.18 points per month	n/a		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

3rd Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Adaptive Reading	Fall: 487+ Winter: 497+ Spring: 503+	1.77 Fall to Spring			
Secondary	Fall: 476-486 Winter: 483-496 Spring: 490-502	1.22 Fall to Spring			
Tertiary	Fall: <475 Winter: <482 Spring: <489	0.76 Fall to Spring			

4rd Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Adaptive Reading	Fall: 500+ Winter: 507+ Spring: 513+	1.40 Fall to Spring			
Secondary	Fall: 487-499 Winter: 495-506 Spring: 500-512	0.85 Fall to Spring			
Tertiary	Fall: <486 Winter: <494 Spring: <499	0.42 Fall to Spring			

5th Grade Reading : ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Adaptive Reading	Fall: 509+ Winter: 517+ Spring: 522+	1.17 Fall to Spring			
Secondary	Fall: 498-508 Winter: 504-516 Spring: 508-521	0.62 Fall to Spring			
Tertiary	Fall: <497 Winter: <503 Spring: <507	0.20 Fall to Spring			

B. Describe rational/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

ZED DISTRICT: FAST

Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary / tertiary support is collected on a biweekly basis at minimum. We allow sufficient time (at least 7 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 3-5 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend PST meetings to give feedback on the student language assessments and share student progress in ESL classes.

SCHOOL DISTRICT: MCA

MCA data is reviewed once per year in the spring. If students receive a “Do Not Meet” on the prior year’s MCA assessment, the student would be considered for possible placement within the school reading intervention program.

C. Special Education Progress Monitoring and Exit Criteria. Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☐ Yes ☒ No X

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☐ Yes ☐ No X

What are the special education exit criteria for students?

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.

2. The student meets their IEP goals and objectives
3. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes Progress reporting in FAST, State and District standardized testing.

The team will consider exiting the student if the following conditions are met:

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency *and*
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

VI. Parental Notification and Consent Policies

A. Describe the parent notification and consent policies. Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.
 - Data collected regarding the nature of the child's performance.
 - When a parent notified of the due process procedures and protections.
-
- The instructional strategies and services provided to increase the student's rate of learning. Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.
 - Data collected regarding the nature of the child's performance. Progress monitoring data will be collected twice a month for Tier 2 and at least weekly for Tier 3 services.
 - When a parent is notified of the due process procedures and protections. Parents are notified when their student is referred to a Tier 2 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services



Multi-Tiered Systems of Support (MTSS):

IS NOT...

- A pre-referral system
- An individual teacher, classroom, or special education program
- An added period of reading instruction or a separate stand-alone initiative
- A student accommodation such as preferential seating, shortened assignments, classroom observations, suspension, or retention
- A one shot attempt for remediation

Contacts:

ZED 507.775.2887
 Executive Director: Patrick Gordon
 Special Education Coordinator: ~~Lyons~~ Renee
 Reading Specialist: Melissa Murno

ZED Schools:
 Blooming Prairie
 Elementary
 507.583.6615

Kasson-Mantoville
 Middle School
 507.634.4030

Blooming Prairie
 High School
 507.583.4426

Pine Island Schools
 507.356.8581

Byron Primary
 507.624.0311

Stewartville Banner
 507.533.1666

Byron Intermediate
 507.775.6620

Stewartville Bear Cave
 507.533.1400

Hayfield Community
 507.477.3236

Triton Schools
 507.374.2258

Kasson-Mantoville
 Elementary
 507.634.1234

Parents are notified when...

- Your child is referred to a Tier 2 or Tier 3 program
- There is a change in programming that requires additional time for instruction
- Consent is required when your child is referred for further evaluation through special education

Zumbro Education District

801 Frontage Rd. NW
 Byron, MN 55920
www.zumbroed.org



Multi-Tiered System of Support (MTSS) Notification:

Information About Your Child's Educational Program

Your child's school district and the Zumbro Education District are committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and use this information to make instructional decisions. The process used by teachers in your child's school is called Multi-Tiered Systems of Support (MTSS). Look inside to see how this process can help your child become a better student.

Revised 10/2017

What are Multi-Tiered Systems of Support?

Multi-Tiered Systems of Support is an approach to the early identification and support of students with learning and behavioral needs that includes multiple tiers. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Then, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

It includes:

- Scientifically based tiered classroom instruction
- Ongoing student assessment
- Data based decision making



IMPROVING EDUCATION FOR ALL STUDENTS!

What Is Tiered Instruction?

Tier 1: Benchmark Level

All students receive instruction in the general education classroom using core curriculum; about 80% of students achieve at this level.

Tier 2: Strategic Level

Students who do not respond adequately to the core curriculum usually make up approximately 15% of the school population. These students are considered "at-risk" and are then provided supplemental instruction/intervention.

Tier 3: Intensive Level

Approximately 5% of students in schools do not adequately respond to both core curriculum and strategic level interventions they then need more intensive, individualized support. Interventions are monitored and evaluated using student response data and feedback from staff observations.

WHAT TYPE OF DATA MAY BE COLLECTED ON MY CHILD?

- Reading & Math Curriculum-Based Measurement: benchmark and progress monitoring results
- Behavior charting
- Measures of Academic Progress & MN Comprehensive Assessment
- Adaptive Reading and Math results

HOW OFTEN IS THE DATA COLLECTED?

- All tiers of instruction are assessed three times per year to collect benchmark data
- Progress monitoring data is collected with increasing frequency based on tier placement
 - Tier 2: Progress monitoring 2 times/month
 - Tier 3: Progress monitoring weekly

WHO LOOKS AT THE DATA?

- Teams of educational professionals who meet regularly to discuss your child's progress towards MN academic standards.

WHAT IS MY ROLE AS A PARENT IN THE PROCESS?

- Co-communicator, Co-supporter, Co-learner, Co-teacher

WHAT ARE MY RIGHTS AS THE PARENT?

- To be informed on your child's progress
- To be given informed consent means that parents are fully informed of all information relevant to their student
- To request a special education evaluation

VII. Procedures for Ensuring Integrity of Implementation

In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation. **Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).**

A. Briefly describe procedures to address implementation of assessment and instructional practices

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?

We have implemented a “walk-through” fidelity checklist for school administrators to use to verify the content of core instruction. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building. Our problem-solving teams at each building are asked to review the effectiveness of core reading instruction when students are referred to the team for additional reading support. We also ensure that our teams review our benchmark reading data three times per year to evaluate their progress.

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

The responsibility for checking accountability of instructional practices and assessment falls first to the building administrator, although in some cases, this duty is performed by a trained designee, such as a reading specialist or school psychologist. We ask that fidelity checks on core instruction are completed in each classroom at a minimum of three times per school year. Fidelity checks for administration of assessment should also be completed, at minimum, once per school year. Fidelity checks for intervention practices will be performed by a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

B. Briefly describe steps to address integrity of implementation of policies and procedures

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school problem-solving teams document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every two weeks) and ask the teams to evaluate these graphs on a regular basis (every 6-8 weeks) to determine student progress. Teams keep calendars for this purpose.

We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's complete intervention history. We also use classroom walk-through data and direct teacher observation information.

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

We will start by reviewing the Fidelity checklist information collected on both core classroom instruction and on the interventions the student is receiving. If we find errors on either of these monitoring tools, core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

VIII. Professional Development Plan for SRBI Systems and Procedures.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe staff development plan for implementing system of SRBI. This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

Zumbro Education Cooperative provides on-going training in problem solving and specific interventions as well as provides a RTI coordinator for schools to utilize. The district has seven early release days for staff to review data through their Professional Learning Communities. Each grade level meets on a weekly basis to review individual student and grade level data. The districts provide each teacher with access to a variety of data-warehouses including Viewpoint, FAST, TIES and Skyward.

B. Describe procedures for increasing effective implementation of selected instructional strategies or interventions.

The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue on-going "in-house" staff development with book studies, professional learning communities, and via other methods.

The Fidelity committee will continue to search out research-based instructional strategies and interventions with accompanying fidelity checklists. These are shared with the ZED SEED (Special Education Eligibility Determination) committee, district special education coordinators, school psychologists, and the Principal's RTI Leadership Team.

The district curriculum director works closely with the grade level teams and the building principals to implement effective general education reading curriculum/interventions. The curriculum director does periodic fidelity checks in the area of reading core instruction and shares that information with the building principals. The special education coordinator meets with the building principals and curriculum director throughout the school year to determine if the SRBI process is being implemented with fidelity throughout the district and revises the

SRBI plan as indicated to reflect current practice and procedures. The SRBI plan is shared with all teachers during inservice days.

Triton Public Schools Scientific Research Based Instruction (SRBI) Plan

The purpose of this document is to provide district staff with a self-review or a gap-analysis for their system of Scientific Research-Based Intervention (SRBI). All the elements should be fully implemented.

Full implementation means that all components are fully integrated and part of how the school does business. The focus is on measuring how well the interventions and instructional practices are being implemented so that changes in student performance can be attributed to the scientific evidence-based intervention.

Districts and schools will know they have reached full implementation when:

- A. Anyone entering the school and classroom could observe consistent skillful teaching and interventions provided to students.
- B. Data systems are efficient and generate valid data that is used for decision making. Data is being used to assess the extent to which student progress is equivalent to what is expected (based upon the research).
- C. The focus of coaching has shifted from supporting staff in implementing the components of SRBI to using data to determine if SRBI is being implemented as designed.
- D. Continuous improvement cycles are in place at the classroom, school and/or district level to ensure resources are aligned to improve and maintain the system of SRBI.

I. School Information

A. School District or Agency: Zumbro Education District

School Sites Implementing Scientific Research Based Intervention Systems: Triton Elementary

B. Contact information for program lead

Name Nick Jurrens **Title/Position** Elementary Principal

Phone 507-418-7500 **Email** njurrens@triton.k12.mn.us

Staff Completing the Plan:

Elementary Principal, Special Education Coordinator, 2 Reading Interventionists

- II. SRBI System Approach: Describe the continuum of supports.** Include levels of support, model of support (such as standard treatment protocol or hybrid of standard treatment and problem solving, etc.).

The standard treatment protocol is attached.

All students in grades K-3 received 120 minutes of reading instruction per day, and all students in grades 4-5 receive 60-75 minutes of reading instruction per day. Reading Street, published by Scott Foresman, is the core curriculum.

Benchmark data is collected 3 times a year (September, January, May) using FastBridge probes, and three times a year (September, November, February, May) using STAR Reading assessments of Star Enterprise.

If students' FastBridge scores fall below the 30th percentile, the students receive Tier II instruction. Programs used include: Read Naturally and PRESS (Pathways to Reading Excellence at School Sites) which are used according to specific student need. FastBridge probes are administered every 21 days. Data is reviewed and instruction is adjusted accordingly.

If a student's FastBridge score falls below the fifteenth percentile, other data sources are considered (such as STAR, CBM, and Minnesota Comprehensive Assessment test scores). If these scores are consistently low, the SIT (Student Intervention Team), discuss possible interventions. The SIT team members include the school psychologist, building principal, Interventionist teachers, a special education teacher, and the grade level team. This team meets every three weeks.

Specific reading interventions are selected for the identified students through the data review. At present, these interventions are delivered by paraprofessionals under the direction of the Interventionists, 5 times per week for 25 minutes per session. Materials used for interventions include decodable text (text matched to the correspondent knowledge of the reader), and activities from PRESS. FastBridge probes are administered to students each week. At the end of six weeks, the data is reviewed. If the student is not making progress, another intervention is implemented. If the student is making progress, the intervention is continued. After at least 2 interventions have been tried with limited success (5-7 data points below the trend line) for students in grades 1-5, the student may be referred to the special education Student Support Team. Kindergarten and English Language Learners, however, need twice as many data points before being referred.

Students who receive Tier II interventions also receive Tier I instruction. Students who receive Tier III interventions also receive Tier II intervention and Tier I instruction.

III. Specific Components Included in SRBI System: Screening

A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring)

As required in Minn. R. 3525.1341 Subp. 4.

FAST Screening processes / benchmarking takes place in district schools three times per year. Fall is measured during the months of September-early October. Winter is measured during the months of January-early February. Spring is measured during the month of May.

STAR Reading is done three times a year (September, January, May) using STAR Enterprise of Renaissance Learning.

Minnesota Comprehensive Assessment III in Reading is administered one time a year. This test is generally administered in the month of April.

B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.

DISTRICT CUTOFFS: FAST

Cut offs for identifying students in need of intervention are determined by FAST national aggregate norms. FAST identifies those students who are at or below the national 40th percentile score in each measure as at some risk and potentially in need of additional support and intervention. The school district determines which measures are applicable for identifying students in need of additional support at each grade level. With students in grades K-5 the Decoding Inventory and the Phonemic Awareness is administered if other data sources indicate a need.

SCHOOL CUTOFFS: STAR Enterprise

Cut offs for identifying students in need of intervention are determined by the FAST aggregate norms. If a student's FAST score falls below the fifteenth percentile, other data sources are considered. The student's score on the STAR Reading by Renaissance Learning for grades 3-5 is also reviewed. Students who are at or below the national 50th percentile score in each measure are identified and considered for a reading intervention.

SCHOOL CUTOFFS: MCA

If a student's FAST score falls below the fifteenth percentile, other data sources are considered. The student's score on the Minnesota Comprehensive Assessment III Reading Test developed by the State Department of Education is reviewed. If the scores are consistently low (see table below), the data team forwards the information to the Student Intervention Team.

Minnesota Comprehensive Assessment II

Grade	Partially Meet Standards	Does Not Meet
3	340 - 349	339
4	440 - 449	439
5	540 - 549	539

C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

DISTRICT CUTOFFS: FAST

	Fall	Winter	Spring
Grade K Letter Sound Fluency	less than 5	29	41
Grade 1 Oral Reading Fluency CBM	14	43	71
Grade 2 CBM	58	87	106
Grade 3 CBM	90	116	131

Grade 4 CBM	116	136	150
Grade 5 CBM	133	151	163

Briefly define the assessment tool and describe how it is used. Note the frequency of measure and whether the measure is for identifying risk or formulating instruction within intervention.

ZED DISTRICT: FAST

FAST assessments in curriculum-based measures are timed measures of early literacy and oral reading fluency skills. Students are read standardized directions and asked to complete the task described on the test. They are scored according to correct number of responses. These formative assessments are used for screening students given in the Fall, Winter and Spring. FAST adaptive Reading testing assesses students' broad reading abilities in a computer-adaptive format. The results from both assessments are used to first identify students who may be at risk. They are also used to identify instruction that can be used when providing intervention. Students who score below the identified targets are then matched with strategy-specific intervention that focuses on the at-risk category.

SCHOOL DISTRICT: STAR Enterprise

The *STAR Reading assessments* are computerized assessment programs developed by the Renaissance Learning. Test items are aligned with Minnesota state standards. These assessments are administered 3 times a year—September, January, and May. The results are used to identify students who may not be making adequate progress toward achieving the Minnesota state standards and to provide information to design targeted instructional strategies for reading intervention.

SCHOOL DISTRICT: MCA

The *Minnesota Comprehensive Assessment III* for Reading is an assessment developed by the Minnesota Department of Education to help district measure students' progress toward achieving state standards in reading, and to meet the requirements of the Every Student Succeeds Act. This assessment is administered one time a year, usually in April. The results are used to identify students who are not proficient in meeting Minnesota state standards in reading (See Chart III. C).

IV. Specific Components Included in SRBI System: Continuum of Instructional Supports

A. Use the matrix below to describe instructional strategies and interventions for each level of support, for each grade level, in each content area. Districts will find the matrix helpful in addressing parent questions about the approach to be used as well as establishing a plan to evaluate fidelity of implementation.

Grade Level K-5	Content Area : Reading			
Level of Intervention	Advanced (Optional)	Core Instruction	Secondary Supports (Supplemental)	Tertiary Supports (Intensive)
Typical length/duration of Intervention Required in Minn. R. 3525.1341 Subp. 4		daily throughout the school year	Daily until test scores are above 40%	Follow-up every 6 weeks Goal: Above 15%
Focus of intervention		5 pillars of reading: phonemic awareness, decoding, fluency, vocabulary comprehension,	5 pillars of reading: phonemic awareness, decoding, Fluency, vocabulary comprehension: personalized to area(s) of specific need	Area of identified specific need
List the research-based instructional approaches to be used		Whole group and small group instruction direct instruction, adult modeling, repeated reading, partner reading, (National Institute for Reading)	Small Group (3-6 students) explicit and systematic instruction, adult modeling, partner reading, readers' theater (National Institute for Reading)	Small Group (1-3 students) multisensory approach (Florida Center for Reading Research), adult modeling, explicit and systematic instruction (National Institute for Reading)
List the materials to be used (e.g., components, programs, series, texts/reading series)		<i>Reading Street</i> (Scott Foresman)	<i>PRESS, Read Naturally</i>	PRESS, Leveled Text
Describe how instruction		90 min/day; 5Xwk	25 min/day; 4Xwk	25 min/day; 5Xwk

delivered, for how many minutes per day, days/week		(Grades K-3); 60-75 min/day; 5Xwk (Grades 4-5)		
Describe who delivers instruction/ratio of students to staff		Classroom teacher 1: 25	Paraprofessional under classroom teacher direction 1:6	Interventionists & Paraprofessionals 1:1-1:3
Progress Monitoring Data to be collected Required in Minn. R. 3525.1341 Subp.3 F.		FAST probes 3 times a year (September, January, May) K: letter sounds Grades 1-5: fluency	Every 21 days	Weekly

B. List references for interventions, instruction, or instructional strategies that verify that they are evidence-based. Citations may come from peer-reviewed meta-analyses, credible institutions or organization such as a national technical assistance center or other sources with documentation of the research-base establishing the efficacy of listed practices.

Sources of Evidence Key:

FCRR = Florida Center for Reading Research; WWC = What Works Clearinghouse

National Reading Panel areas of instruction for which the intervention was designed:

Alphabetic - a combined category of phonemic awareness and phonics used by the WWC

PA = Phonemic Awareness; Ph = Phonics; F = Fluency; V = Vocabulary; C = Comprehension

Intervention	National Reading Panel Area(s)	Grade Levels	Sources of Evidence
Partner Reading/ Pairs Reading	F		Partner reading was adapted from CWPT (Delquadri et.al., 1986) and PALS (Mathes & Fuchs, 1993, Mathes, et.al, 1994. The effectiveness of this instructional practice in general education and special education classrooms has been well established.

Phoneme Blending	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Bos, C.D., & Vaughn, S. (2002. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001. Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3. 250-287. • Elkonin, D.B. (1973. U.S.S.R. In J. Downing (Ed.), Comparative Reading (pp.551-579. New York: MacMillan. • National Reading Panel. (2000. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004. A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3. 189-196. • Smith, C.R. (1998. From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children, Vol 30(6. 20-25 • Smith, S.B., Simmons, D.C., & Kame'enui, E, J. (1998. Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995. A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443-455.
Phoneme Segmenting	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990. Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Blachman, B. A. (1991. Early intervention for children's reading problems: Clinical applications of the research on phonological awareness. Topics in Language Disorders, 12, 51-65. • Bos, C.D., & Vaughn, S. (2002. Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001. Phonemic awareness instruction helps children learn to

			<p>read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly</i>, 36(3). 250-287.</p> <ul style="list-style-type: none"> • National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004). A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. <i>Remedial and Special Education</i>, Vol 25(3). 189-196. • Smith, C.R. (1998). From gibberish to phonemic awareness: Effective decoding instruction. <i>Exceptional Children</i> Vol 30(6). 20-25. • Smith, S.B., Simmons, D.C., & Kame'enui, E. J. (1998). Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame'enui (Eds.), <i>What Reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995). A primer on phonemic awareness: What it is, why it is important, and how to teach it. <i>School Psychology Review</i>, 24, 443-455.
PRESS: UMN Center for Reading Research; Path to Reading Excellence in School Sites	PA, Ph, F, V, C	K-5	<ul style="list-style-type: none"> • Press Intervention Manual © 2016 • Adams, M.J., Foorman, B.R., Lundberg, L., & Beeler T. (1998) Phonemic Awareness in young children: a classroom curriculum • Joseph, L.M. (2002). Helping children link sound to print: Phonics procedures for small-group or whole-class settings. <i>Intervention in School and Clinic</i>, 37, 217-221 • Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. <i>The Reading Teacher</i>, 59, 636-644. • Beck I.L., Perfetti, C.A., & McKeown, M.G. (1982). Effects of long-term vocabulary instructional on lexical access and reading comprehension. <i>Journal of Education Psychology</i>, 74, 506-521 • Allington, R.L. & Johnston P.H. (2002). <i>Reading to learn: lessons from exemplary fourth-grade classrooms</i>. New York: Guilford Press.
Phonemic Awareness: The Skills That They Need to Help	PA	K-1	<ul style="list-style-type: none"> • Adams, M.J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press. • Blachman, B. A. (1991). Early intervention for children's reading problems: Clinical applications of the research on

Them Succeed			<p>phonological awareness. Topics in Language Disorders, 12, 51–65.</p> <ul style="list-style-type: none"> • Bos, C.D., & Vaughn, S. (2002). Strategies for teaching students with learning and behavioral problems (5th Ed.). Boston: Allyn & Bacon. • Ehri, L.C., Nunees, S.R., & Willows, D.M. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel’s meta-analysis. Reading Research Quarterly, 36(3). 250-287. • National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Bethesda, MA: National Institutes of Health. • Santi, K.L., Menchetti, B.M., & Edwards, B.J. (2004). A comparison of eight kindergarten phonemic awareness programs based on empirically validated instructional principals. Remedial and Special Education, Vol 25(3). 189-196. • Smith, C.R. (1998). From gibberish to phonemic awareness: Effective decoding instruction. Exceptional Children Vol 30(6). 20-25. • Smith, S.B., Simmons, D.C., & Kame’enui, E. J. (1998). Phonological Awareness: Research bases. In D.C. Simmons & E.J. Kame’enui (Eds.), What Reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates. • Snider, V. E. (1995). A primer on phonemic awareness: What it is, why it is important, and how to teach it. School Psychology Review, 24, 443–455.
Read Naturally	F	1 thru 5	FCRR-but none are controlled studies

Repeated Readings	F	K-12	<ul style="list-style-type: none"> • Moyer, S.B. (1982). Repeated reading. <i>Journal of Learning Disabilities</i>, 45, 619-623 • Rasinski, T.V. (1990). Effects of repeated reading and listening -while-reading on reading fluency. <i>Journal of Educational Research</i>, 83(3), 147-150. • Rashotte, C.A., & Torgeson, J.K. (1985). Repeated reading and reading fluency in learning disabled children. <i>Reading Research Quarterly</i>. 20, 180-188 • Samuels, S. J. (1979). The method of repeated reading. <i>The Reading Teacher</i>, 32, 403-408. • Samuels, S.J., (1987). Information processing abilities and reading. <i>Journal of Learning Disabilities</i>, 20(1), 18-22. • Sindelar, P.T., Monda, L.E., & O'Shea, L.J. (1990). Effects of repeated reading on instructional and mastery level readers. <i>Journal of Educational Research</i>, 83, 220-226. • Therrien, W.J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis .<i>Remedial and Special Education</i>. 25(4) 252-261
Reciprocal Teaching	C, V	3-5	<ul style="list-style-type: none"> • Andre, M.D.A. Anderson, T.H. The development and evaluation of a self-questioning study technique; <i>Reading Research Quarterly</i>, 1979. • Bereiter, C.& Bird, M. Use of thinking aloud in identification and teaching of reading comprehension strategies; <i>Cognition and Instruction</i>1985. • Brown, A.L. and Palincsar, A.S. Reciprocal teaching of comprehension strategies: A natural history of one program for enhancing learning; 1985. Urbana-Champaign University of Illinois, Center for the Study of Reading(Tech. Rep. No. 334) <ul style="list-style-type: none"> • Gilroy, A. & Moore, D. Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities with ten primary school girls; <i>Educational Psychology</i>1988. • Helfeldt, J.P. & Lalik, R. Reciprocal student-teacher questioning; <i>Reading Teacher</i> 1976. • Lysynchuk, L.M., Pressley, M. & Vye, N.J. Reciprocal teaching improves standardized reading-comprehension performance in poor comprehenders; <i>Elementary School Journal</i> 1990. • Palincsar, A.S. & Brown, A.L. Reciprocal teaching of comprehension-monitoring activities1983. Urbana-Champaign University of Illinois, Center for the Study of Reading (Tech. Rep. No. 269)

			<ul style="list-style-type: none"> ● Palincsar, A.S. & Brown, A.L. Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities; Cognition and Instruction, 1984. ● Taylor, B.M. & Frye, B.J. Comprehension strategy instruction in the intermediate grades; Reading Research and Instruction, 1992. ● Williamson, R.A. The effect of reciprocal teaching on student performance gains in third grade basal reading instruction; 1989. Texas A&M University. Unpublished doctoral dissertation.
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V. Specific Components included in SRBI System: Decision rules used to indicate progression through the model.

- A. List the relevant indices, cut-offs or data review procedures that are to be used to indicate inadequate response (you do not have to have values for all of the columns).

Kindergarten Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Letter Sound Fluency	5 lsc + Sept 27 lsc + Jan 39 lsc + May	0.94 sounds per week	98%		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	< 1 lsc Sept < 18 lsc Jan < 30 lsc May	0.53 sounds per week	<98%		

1st Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	14 wcpm + Sept 43 wcpm + Jan 71 wcpm + May	1.56 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	9-13 wcpm + Sept 24-42 wcpm + Jan 46-70 wcpm + May	1.3 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 9 wcpm Sept < 23 wcpm Jan < 45 wcpm May	1.1 words per week	<95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

2nd Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	58 wcpm + Sept 87 wcpm + Jan 106 wcpm + May	1.19 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.

Secondary	31-57 wcpm + Sept 60-86 wcpm + Jan 80-105 wcpm + May	0.99 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	< 30 wcpm Sept < 61 wcpm Jan < 70 wcpm May	0.83 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

3rd Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	90 wcpm + Sept 116 wcpm + Jan 131 wcpm + May	1.01 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	63-89 wcpm + Sept 90-115 wcpm + Jan 104-130 wcpm + May	0.82 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<62 wcpm Sept < 89 wcpm Jan < 103 wcpm May	0.97 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

4th Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	116 wcpm + Sept 136 wcpm + Jan 150 wcpm + May	0.88 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	93-115 wcpm + Sept 111-135 wcpm + Jan 123-149 wcpm + May	0.69 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<92 wcpm Sept < 110 wcpm Jan < 122 wcpm May	0.55 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

5th Grade Reading: ZED DISTRICT/ FAST

Grade	Benchmark	Slope (Growth)	% Mastery	Level	Other
Core Instruction Oral Reading Fluency	133 wcpm + Sept 151 wcpm + Jan 163 wcpm + May	0.77 words per week	98% +		Student's progress is reviewed at F/W/S benchmarks to ensure that performance is maintained.
Secondary	108-132 wcpm + Sept 124-150 wcpm + Jan 138-162 wcpm + May	0.60 words per week	95-97%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.
Tertiary	<107 wcpm Sept < 123 wcpm Jan < 137 wcpm May	0.46 words per week	< 95%		Students progress is reviewed when 4 of 6 consecutive data points fall below projected goal line.

B. Describe rationale/basis for the decision rules and note the year during which they were determined (check to ensure decision rules allow for equitable treatment of diverse populations):

ZED DISTRICT: FAST

Decision rules are periodically reviewed to ensure they are being applied. Data on students who receive secondary / tertiary support is collected on an every three week basis at minimum. We allow sufficient time (at least 6 weeks per intervention) for the student to have exposure to the intervention and the curriculum and consider multiple factors (attendance, intervention fidelity, health concerns, behavior, etc) that may impact the success of an intervention before making the decision to alter course. Interventions are modified if we find that the slope of the student graph is negative or has no progress after 6 data points have been collected. In schools with LEP populations, the ELL instructor is invited to attend SIT meetings to give feedback on the student language assessments and share student progress in ESL classes.

If a student's FAST score falls below the 40th percentile (and is supported by other sources, such as STAR Enterprise), these students receive Tier II instruction. Progress is monitored every 21 days

If a student's FAST score falls below the 15th percentile (and is supported by other sources, such as STAR Enterprise), the information is forwarded to the Student Intervention Team (SIT) and interventions are developed and implemented. Progress is monitored weekly and reviewed after six weeks. If progress is made, the intervention is continued. If progress is not documented, a new intervention is implemented.

SCHOOL DISTRICT: STAR Enterprise

If a student's FAST score falls below the fifteenth percentile, scores from the STAR Reading developed by Renaissance Learning are reviewed. If these scores are consistently low, the information is forwarded to the Student Intervention Team (SIT).

SCHOOL DISTRICT MCA:

If a student's FAST score fall below the fifteenth percentile, scores from the Minnesota Comprehensive Assessment III for Reading developed by the Minnesota Department of Education are reviewed. If these scores are consistently low (See Table III), the information is forwarded to the Student Intervention Team (SIT).

C. Special Education Progress Monitoring and Exit Criteria. Note this is optional but may be useful for sites using data in re-evaluations or documenting improvement of Special Education students in Continuous Improvement Monitoring Process (CIMP) Plans.

Does the site use time series analysis graphs to assess progress before and after entrance into special education?

☒ Yes ☐ No

Is a school-wide method established to evaluate student progress in special education? (tests/procedures, data collection, frame of reference, criterion)

☒ Yes ☐ No

What are the special education exit criteria for students?

Prior to exiting from Special Education (other than when aging out or graduating), students must undergo comprehensive evaluation. When considering a student for dismissal/exit from special education, the following should be considered:

1. The student demonstrates the ability to function independently.
2. The student meets their IEP goals and objectives
3. The student can access and perform adequately in the general curriculum

The school-wide method for evaluating student progress in special education includes progress reporting in FAST, State and District standardized testing.

The team will consider exiting the student if the following conditions are met:

- Documentation of the likelihood of adequate achievement in response to appropriate classroom instruction without intensive support in the following areas: basic reading skills, reading comprehension, reading fluency *and*
- Documentation of progress in state-approved grade-level standards in one or more areas listed above (including English Language Arts strands for literature, foundational skills, and informational texts)
- Documentation that the information processing condition can be accommodated in the general education setting without requiring specialized instruction.

As evidenced by at least two or more of the following sources: class work samples, anecdotal teacher records, state and district assessments, formal/informal and diagnostic tests, curriculum-based evaluation results, results from targeted support programs in general education.

VI. Parental Notification and Consent Policies

A. Describe the parent notification and consent policies. Note how a parent will receive communication about:

- The instructional strategies and services provided to increase the student's rate of learning.
- Data collected regarding the nature of the child's performance.
- When a parent notified of the due process procedures and protections.
- The instructional strategies and services provided to increase the student's rate of learning. Instructional strategies are research-based. They will be delivered in small groups of approximately six students or less for Tier 2 services and in small groups of approximately three students or less for Tier 3 services.
- Data collected regarding the nature of the child's performance. Progress monitoring data will be collected every three weeks for Tier 2 and at least weekly for Tier 3 services.
- When a parent is notified of the due process procedures and protections. Parents are notified when their student is referred to a Tier 2 or Tier 3 program, when there is a change in programming that requires additional time for instruction, and/or when the student is referred for further evaluation for special education services.



Multi-Tiered Systems of Support (MTSS):

IS NOT...

- A pre-referral system
- An individual teacher, classroom, or special education program
- An added period of reading instruction or a separate stand-alone initiative
- A student accommodation such as preferential seating, shortened assignments, classroom observations, suspension, or retention
- A one shot attempt for remediation

Contacts:

ZED 507.775.2087
 Executive Director: Patrick Gordon
 Special Education Coordinator: ~~Lynne Rensch~~
 Reading Specialist: Melissa Murno

ZED Schools:
 Blooming Prairie
 Elementary
 507.583.6615

Kasson-Manterville
 Middle School
 507.634.4030

Blooming Prairie
 High School
 507.583.4426

Pine Island Schools
 507.356.8581

Byron Primary
 507.624.0311

Stewartville Bonner
 507.533.1666

Byron Intermediate
 507.775.6620

Stewartville Bear Cave
 507.533.1400

Hayfield Community
 507.477.3236

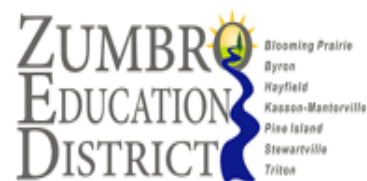
Triton Schools
 507.374.2258

~~Kasson-Manterville~~
 Elementary
 507.634.1234

Parents are notified when...

- Your child is referred to a Tier 2 or Tier 3 program
- There is a change in programming that requires additional time for instruction
- Consent is required when your child is referred for further evaluation through special education

Zumbro Education District
 801 Frontage Rd. NW
 Byron, MN 55920
www.zumbroed.org



Multi-Tiered System of Support (MTSS) Notification:

Information About Your Child's Educational Program

Your child's school district and the Zumbro Education District are committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing and use this information to make instructional decisions. The process used by teachers in your child's school is called Multi-Tiered Systems of Support (MTSS). Look inside to see how this process can help your child become a better student.

Revised 10/2017

What are Multi-Tiered Systems of Support?

Multi-Tiered Systems of Support is an approach to the early identification and support of students with learning and behavioral needs that includes multiple tiers. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Then, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

It includes:

- Scientifically based tiered classroom instruction
- Ongoing student assessment
- Data based decision making



IMPROVING EDUCATION FOR ALL STUDENTS!

What Is Tiered Instruction?

Tier 1: Benchmark Level

All students receive instruction in the general education classroom using core curriculum; about 80% of students achieve at this level.

Tier 2: Strategic Level

Students who do not respond adequately to the core curriculum usually make up approximately 15% of the school population. These students are considered "at-risk" and are then provided supplemental instruction/intervention.

Tier 3: Intensive Level

Approximately 5% of students in schools do not adequately respond to both core curriculum and strategic level interventions they then need more intensive, individualized support. Interventions are monitored and evaluated using student response data and feedback from staff observations.

WHAT TYPE OF DATA MAY BE COLLECTED ON MY CHILD?

- Reading & Math Curriculum-Based Measurement: benchmark and progress monitoring results
- Behavior charting
- Measures of Academic Progress & MN Comprehensive Assessment
- Adaptive Reading and Math results

HOW OFTEN IS THE DATA COLLECTED?

- All tiers of instruction are assessed three times per year to collect benchmark data
- Progress monitoring data is collected with increasing frequency based on tier placement
 - Tier 2: Progress monitoring 2 times/month
 - Tier 3: Progress monitoring weekly

WHO LOOKS AT THE DATA?

- Teams of educational professionals who meet regularly to discuss your child's progress towards MN academic standards.

WHAT IS MY ROLE AS A PARENT IN THE PROCESS?

- Co-communicator, Co-supporter, Co-learner, Co-teacher

WHAT ARE MY RIGHTS AS THE PARENT?

- To be informed on your child's progress
- To be given informed consent means that parents are fully informed of all information relevant to their student
- To request a special education evaluation

VII. Procedures for Ensuring Integrity of Implementation In this section, describe the process you will use to ensure consistent implementation of: assessments, interpretation of data, interventions, and a data-based decision making process, in order to obtain valid knowledge and data about the integrity of implementation.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

A. Briefly describe procedures to address implementation of assessment and instructional practices

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What steps does the school follow to ensure that assessment and instructional methods are meeting the needs of all groups of students (e.g., accountability for equity within core instruction, which is the first step in reducing over-representation of linguistically and culturally diverse populations within continuum of supports)?

We have implemented a “walk-through” fidelity checklist for school administrators to use to verify the content of core instruction. We also have checklists in place to verify the fidelity of the standardized assessments that we administer at each building (FAST, STAR, MCA). Our grade level teams are asked to review the effectiveness of core reading instruction when students are referred for additional reading support. We also ensure that our grade level teams review our benchmark reading data three times per year to evaluate their progress.

2. Document who checks accountability of assessment and instructional practices across continuum of supports and how often.

The responsibility for checking accountability of instructional practices and assessment falls first

to the building administrator, although in some cases, this duty is performed by a trained designee. We ask that fidelity checks on core instruction are completed in each classroom at a minimum of three times per year for non-tenured staff and once per school year for tenured staff. Fidelity checks for administration of assessment should also be completed, at minimum, once per school year. Fidelity checks for intervention practices will be performed by a classroom teacher or a variety of professionals; we aim to check the fidelity of our interventions at minimum of once per student.

B. Briefly describe steps to address integrity of implementation of policies and procedures

Subsumed under Minn. R. 3525.1341 Subp. 4.

1. What systems are in place to ensure that policies and procedures for notifying parents, data-based decision making, and moving students through model are consistently implemented?

Teachers are asked to notify parents as soon as intervention begins, and are required to document this contact on their initial referral paperwork. We ask that our school SIT

document and review all forms that are collected on students who are receiving reading intervention. We use progress monitoring graphs, with data collected at regular intervals (minimally every three weeks) and ask the teams to evaluate these graphs on a regular basis (every 6 weeks) to determine student progress. Teams keep calendars for this purpose. We have asked our teams to use a Student Process Checklist to evaluate students who are non-responders to intervention (meaning: showing 3-5 data points below the target goal line or with no progress) to ensure that the referral to special education addresses the student's complete intervention history. We also use classroom walk-through data and direct teacher observation information.

2. When implementation is inconsistent, what steps will be taken to address inconsistencies?

We will start by reviewing the Fidelity checklist information collected on both core classroom instruction and on the interventions the student is receiving. If we find errors on either of these monitoring tools, core classroom fidelity will be addressed by the building administrator. Intervention fidelity will be addressed by other trained staff with reteaching to the interventionist where necessary. We will work as a larger district and as independent school districts to ensure that our staff is receiving adequate staff development and support on all interventions, with frequent opportunity to review.

VIII. Professional Development Plan for SRBI Systems and Procedures.

Recommended documentation follows requirements of Minn. R. 3525.1341 and Minn. Stat. § 122A.60 (a)(1-6).

- A. **Briefly describe staff development plan for implementing system of SRBI.** This should include discussion of: ongoing efforts to increase effective implementation of research-based instructional strategies and interventions, align interventions with state and local grade-level standards, use of student data to improve achievement, enhance teacher content knowledge and instructional skills, as well as improve data analysis, problem solving and collaboration among instructional staff.

Zumbro Education Cooperative provides on-going training in problem solving and specific interventions as well as provides a RTI coordinator for schools to utilize. The elementary has three staff development days and monthly grade level meetings for staff to review data through their Professional Learning Communities. Each grade level also meets on a weekly basis to review individual student and grade level data. The district provides each teacher with access to a variety of data-warehouses including FAST, STAR Renaissance and/or Elementary Data Sharing Spreadsheets.

- B. **Describe procedures for increasing effective implementation of selected instructional strategies or interventions.**

The Staff Development committee will review and revise the plan annually based on the analysis results. Individual districts will continue on-going "in-house" staff development with book studies, professional learning communities, and via other methods.

The Fidelity committee will continue to search out research-based instructional strategies and interventions with accompanying fidelity checklists. These are shared with the ZED SEED (Special Education Eligibility Determination) committee, district special education coordinators, school psychologists, and the Principal's RTI Leadership Team.

The district curriculum director works closely with the grade level teams and the building principals to implement effective general education reading curriculum/interventions. The curriculum director does periodic fidelity checks in the area of reading core instruction and shares that information with the building principals. The special education coordinator meets with the building principals and curriculum director throughout the school year to determine in the SRBI process is being implemented with fidelity throughout the district and revises the SRBI plan as indicated to reflect current practice and procedures. The SRBI plan is shared with all teachers during inservice days.

Appendix B: ZED's Planning and Receiving Referrals Birth to Three, Setting 4, ALC

**REFERRAL FORM FOR EARLY CHILDHOOD SPECIAL EDUCATION
(BIRTH –AGE 2) for the Zumbro Education District**

Child's Name: *Click here to enter text.* **Date of Birth:** *Click here to enter text.*

Today's Date: *Click here to enter text.*

Gender: *Choose an item.* **School District of Residence:** *Choose an item.*

Check the specific area(s) by clicking in the box and then write the specific reason(s) and/or situation(s) that lead you to make this referral.

- ☐ Cognitive/Developmental: *Click here to enter text.*
- ☐ Social/Emotional/Behavioral: *Click here to enter text.*
- ☐ Fine Motor: *Click here to enter text.*
- ☐ Gross Motor: *Click here to enter text.*
- ☐ Communication (Speech/Language): *Click here to enter text.*
- ☐ Hearing: *Click here to enter text.*
- ☐ Vision: *Click here to enter text.*
- ☐ Other: *Click here to enter text.*

Parent Information:

Name: *Click here to enter text.*

Address: *Click here to enter text.*

Telephone: **Home:** *Click here to enter text.*

Work: *Click here to enter text.*

Cell: *Click here to enter text.*

Name of person referring: *Click here to enter text.*

Agency and phone number: *Click here to enter text.*

Send to: Zumbro Education District
 Attn: Colleen Johnson
 801 Frontage Rd. NW
 Byron, MN 55920

FAX: (507)775-2040

e-mail: [Colleen Johnson](mailto:Colleen.Johnson@zumbroed.net)

If the referred child is age 3 or older, please contact their local elementary school to make the referral.
Call Colleen Johnson with questions: (507)775-2037

Office Use
Date Received:_____



ZED South Campus Referral Form

Directions: Fill out the attached referral form and provide any documentation requested.

Student Name: _____ Gender: _____
Date of Birth: _____ Age: _____ Grade: _____
Referring District: _____ Case Manager: _____
District Coordinator: _____ Phone: _____
Today's Date _____

DOCUMENTATION (Please send over referral pack and needed documentation in one packet.)

- ☐ SpEd Forms access shared (information uploaded if needed)
 - ☐ Most recent Evaluation Report
 - ☐ Most recent Individual Education Plan
 - ☐ Most recent IEP progress report
 - ☐ Completed Functional Behavior Assessment
 - ☐ Completed Positive Behavior Support Plan or Behavior Intervention Plan
 - ☐ Applicable outside reports
 - ☐ Observation by ZED Behavior and Autism Consultant
 - ☐ Student discipline records
 - ☐ Completed referral form
-

Please note the referral form needs to be to ZED Special Education Systems Coordinator a week prior to monthly coordinator meetings (2nd Tuesday of the month). Please fax or e-mail completed information.

Duane Ellingworth
Zumbro Education District Special Education Coordinator
221 2nd Ave SW
Byron, MN 55920
(507) 775-2108
Fax (507) 775-2344
dellingworth@zumbroed.org

Date received by ZED: _____

STUDENT INFORMATION

Student Full Name: _____

Address: _____

Parent/Guardian: _____

Phone: (Home) _____ (Cell/Work) _____

E-mail Address: _____

Legal/Parent Resident District : _____

Student lives with: _____

If parent is not legal guardian, referring district must provide documentation of who has educational rights for this student.

STUDENT SUPPORT INFORMATION (IF APPLICABLE)

County Social Worker

Name: _____ Phone: _____

Agency: _____ Email: _____

Probation Officer

Name: _____ Phone: _____

Agency: _____ Email: _____

Outside Service Providers (group home, therapists)

Name: _____ Phone: _____

Agency: _____ Email: _____

Name: _____ Phone: _____

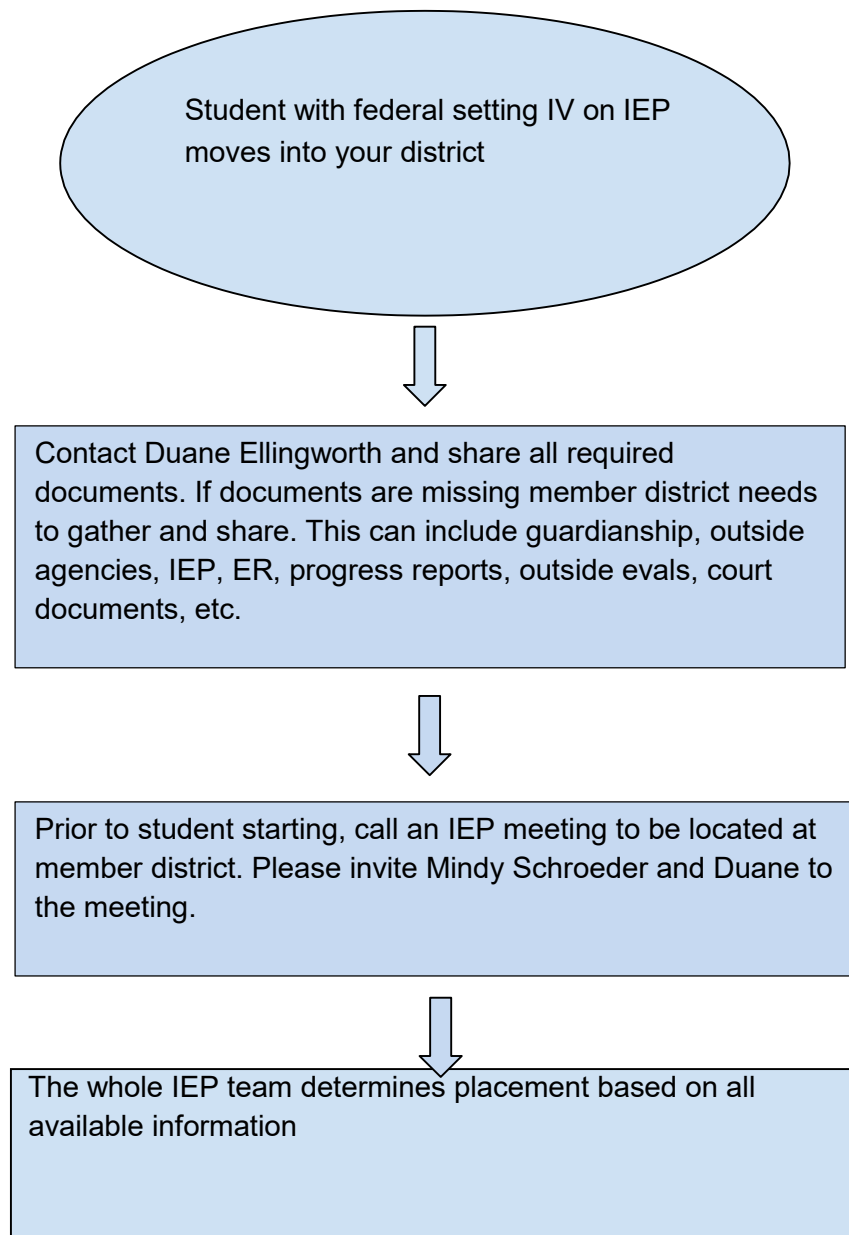
Agency: _____ Email: _____

PROGRAM DATA (Setting changes, interventions, modifications, etc.)

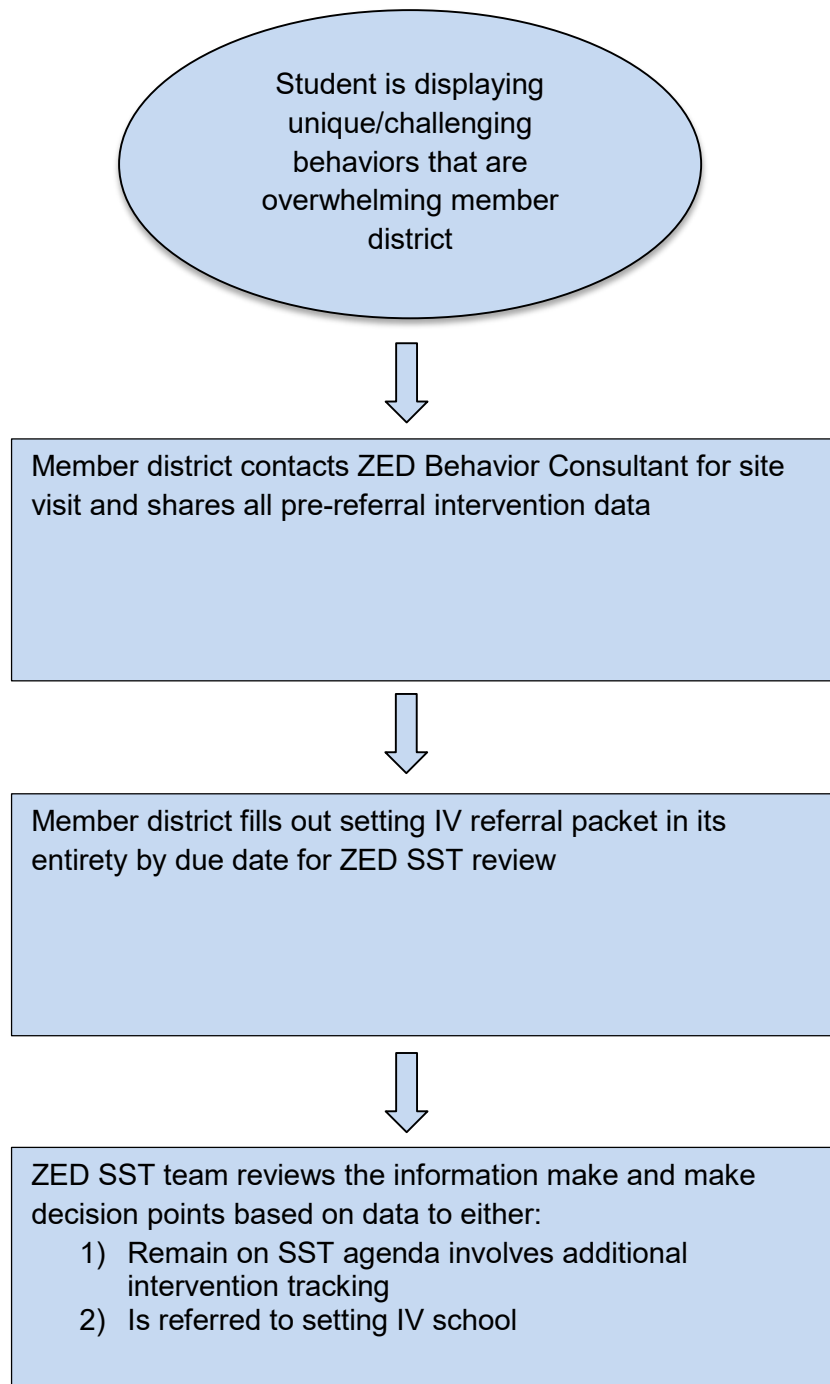
Date Implemented (start/stop)	Setting changes, interventions, modifications, etc	Supporting Data (feel free to attach)

REASON FOR REFERRAL (Please include observable behaviors or other factors that impede the student’s ability to achieve school access):

ZED Setting IV referral process (move ins)

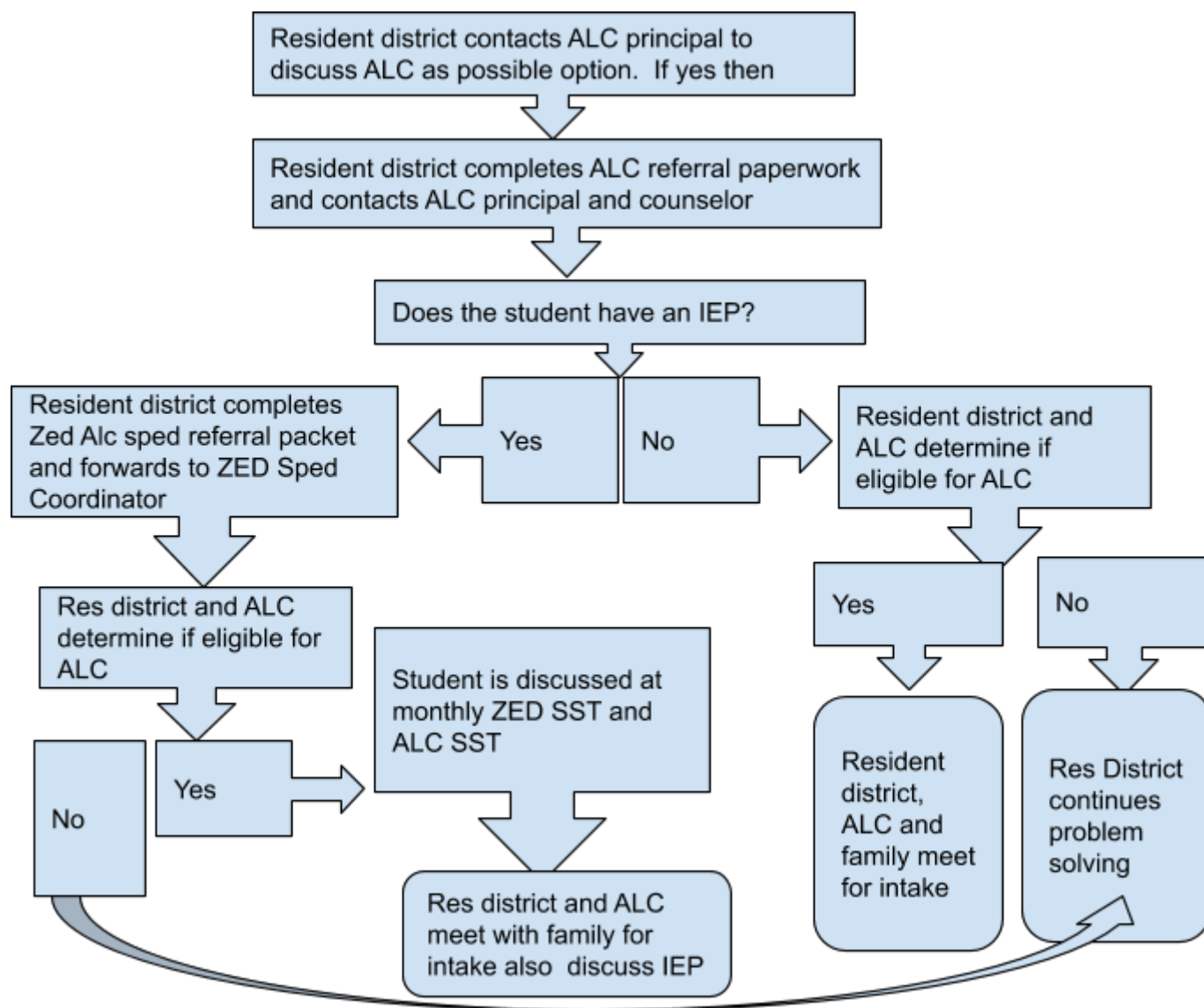


ZED Setting IV referral process (move ins)



A setting IV referral packet must be entirely completed (including accompanying information) and sent to Duane Ellingworth one week prior to the next SST team meeting to be considered for discussion.

ZED ALC REFERRAL PROCESS



Links to referral forms

[ALC day program referral](#)

[ALC after school independent study](#)

[referral](#) [ZED ALC Sped Referral Form](#)



ZED ALC Special Education Student Referral Form

Directions: Fill out the attached referral form and provide any documentation requested.

Student Name: _____ Gender: _____
Date of Birth: _____ Age: _____ Grade: _____
Referring District: _____ Case Manager: _____
District Coordinator: _____ Phone: _____
Today's Date _____

DOCUMENTATION *(Please send over referral pack and needed documentation in one packet.)*

- ☐ SpEd Forms access shared (information uploaded if needed)
- ☐ Most recent Evaluation Report
- ☐ Most recent Individual Education Plan
- ☐ Most recent IEP progress report
- ☐ Applicable outside reports
- ☐ Observation by ZED Special Education Coordinator
- ☐ Student discipline records
- ☐ Completed referral form

Please note the referral form needs to be to ZED Special Education Sped Coordinator to be reviewed at the by the ALC SST team every other week meeting). Please fax or e-mail completed information.

Duane Ellingworth
Zumbro Education District Special Education Coordinator
221 2nd Ave SW
Byron, MN 55920
(507) 775-2108
Fax (507) 775-2344
dellingworth@zumbroed.org

Date received by ZED: _____

STUDENT INFORMATION

Student Full Name: _____

Address: _____

Parent/Guardian: _____

Phone: (Home) _____ (Cell/Work) _____

E-mail Address: _____

Legal/Parent Resident District : _____

Student lives with: _____

If parent is not legal guardian, referring district must provide documentation of who has educational rights for this student.

STUDENT SUPPORT INFORMATION (IF APPLICABLE)

County Social Worker

Name: _____ Phone: _____

Agency: _____ Email: _____

Probation Officer

Name: _____ Phone: _____

Agency: _____ Email: _____

Outside Service Providers (group home, therapists)

Name: _____ Phone: _____

Agency: _____ Email: _____

Name: _____ Phone: _____

Agency: _____ Email: _____

REASON FOR ALC REFERRAL:

Appendix C: ZED Procedural Safeguard Notice



PART B NOTICE OF PROCEDURAL SAFEGUARDS PARENTAL RIGHTS FOR PUBLIC SCHOOL SPECIAL EDUCATION STUDENTS

The material contained in this document is intended to provide general information and guidance regarding special education rights and procedural safeguards afforded to parents of children age 3 through 21 under state and federal law. This document explains a selection of some of the rights and procedural safeguards provided to parents under the Individuals with Disabilities Education Act (IDEA), the implementing regulations at 34 C.F.R Part 300, and applicable Minnesota laws and regulations; it is not a complete list or explanation of those rights. This notice is not a substitute for consulting with a licensed attorney regarding your specific legal situation. This document does not purport to include a complete rendition of applicable state and federal law, and the law may have changed since this document was issued.

INTRODUCTION

This document provides an overview of parental special education rights, sometimes called procedural safeguards. These same procedural safeguards are also available for students with disabilities who have reached the age of 18.

The District must provide you with this Notice of Procedural Safeguards at least one time per year. It must also be given to you:

1. The first time your child is referred for a special education evaluation or if you request an evaluation;
2. The first time you file a complaint with the Minnesota Department of Education (MDE) in a school year;
3. The first time you or the district requests a due process hearing in a school year;
4. On the date the district decides to change the placement of your student by removing the student from school for a violation of the district discipline policy; or
5. Upon your request.

PRIOR WRITTEN NOTICE

The district must provide you with prior written notice each time it proposes to initiate or change, or refuses to initiate or change:

- the identification of your child;
- the evaluation and educational placement of your child;
- the provision of a free appropriate public education (FAPE) to your child; or
- When you revoke consent for services for your child in writing and before the district stops providing special education and related services.

This written notice must include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the district proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the district used as a basis for its proposal or refusal;
4. A statement that you, as parents of a child with a disability, have protection under these procedural safeguards and information about how you can get a copy of the brochure describing the procedural safeguards;
5. Sources for you to contact to obtain assistance in understanding these procedural safeguards;
6. A description of other options the IEP team considered and the reasons why those options were rejected; and
7. A description of other factors relevant to the district's proposal or refusal.

In addition to federal requirements, prior written notice must inform you that, *except for the initial placement of your child in special education*, the school district will proceed with its proposal for your child's placement, or for providing special education services, unless you notify the district of an objection within 14 days of when the district sent you the prior written notice. The district must also provide you with a copy of the proposed IEP whenever the district proposes to initiate or change the content of the IEP.

The prior written notice must also state that, if you object to a proposal or refusal in the prior written notice, you must have an opportunity for a conciliation conference, and the school district must inform you of other alternative dispute resolution procedures, including mediation and facilitated IEP team meetings, under Minnesota Statutes, section 125A.091, Subdivisions 7-9.

FOR MORE INFORMATION

If you need help in understanding any of your procedural rights or anything about your child's education, please contact your district's special education director or the person listed below. This notice must be provided in your native language or other mode of communication you may be using. If your mode of communication is not a written language, the district must take steps to translate this notice orally or by other means. The district must ensure that you understand the content of this notice and maintain written evidence that this notice was provided to you in an understandable mode of communication and that you understood the content of this notice.

If you have any questions or would like further information, please contact:

Name: Patrick Gordon _____

Phone: 507-775-2037 _____

For further information, you may contact one of the following organizations:

ARC Minnesota (advocacy for persons with developmental disabilities)

www.thearcofminnesota.org

651-523-0823

1-800-582-5256

Minnesota Association for Children's Mental Health

www.macmh.org

651-644-7333

1-800-528-4511

Minnesota Disability Law Center

www.mndlc.org

612-334-5970 (Twin Cities Metro)

1-800-292-4150 (Greater Minnesota)

612-332-4668 (TTY)

PACER (Parent Advocacy Coalition for Educational Rights)

www.pacer.org

952-838-9000

1-800-53-PACER,

952-838-0190 (TTY)

Minnesota Department of Education

www.education.state.mn.us

651-582-8689

651-582-8201 (TTY)

ELECTRONIC MAIL

If your school district gives parents the choice to receive notices by email, you can choose to receive your prior written notice, procedural safeguards notice, or notices related to a due process complaint via email.

PARENTAL CONSENT

Definition of Consent

Consent means that you have been fully informed of all information relevant to the activity for which your consent is sought, in your native language, or through another mode of communication. In order to consent you must understand and agree in writing to the carrying out of the activity for which your consent is sought. This written consent must list any records that will be released and to whom.

Revocation of Consent

Consent is voluntary and may be revoked in writing at any time. However, revocation of consent is not retroactive; meaning revocation of consent does not negate an action that has occurred after the consent was given and before the consent was revoked.

When the District Must Obtain Your Consent

A. Initial Evaluation

The district must obtain your written and informed consent before conducting its initial evaluation of your child. You or a district can initiate a request for an initial evaluation. If you do not respond to a request for consent or if you refuse to provide consent for an initial evaluation, the district cannot override your refusal to provide consent. An initial evaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation, unless a conciliation conference or hearing is requested.

A district will not be found in violation of meeting its child find obligation or its obligations to conduct evaluations and reevaluations if you refuse to consent to or fail to respond to a request for consent for an initial evaluation.

If you consent to an initial evaluation, this consent cannot be construed as being consent for the initial provision of special education and related services.

B. Initial Placement and Provision of Special Education Services and Related Services

The district must obtain your written consent before proceeding with the initial placement of your child in a special education program and the initial provision of special education services and related services to your child determined to be a child with a disability.

If you do not respond to a request for consent, or if you refuse to consent to the initial provision of special education and related services to your child, the district may not override your written refusal.

If you refuse to provide consent for the initial provision of special education and related services, or you fail to respond to a request to provide consent for the initial provision of special education and related services, the district will not be considered in violation for failure to provide your child with special education and related services for which the district requested consent.

C. Reevaluations

Your consent is required before a district conducts a reevaluation of your child. If you refuse consent to a reevaluation, the district may not override your written refusal. A reevaluation shall be conducted within 30 school days from the date the district receives your permission to conduct the evaluation or within 30 days from the expiration of the 14 calendar day time period during which you can object to the district's proposed action.

D. Transition Services

Your consent is required before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

When Your Consent is Not Required

Except for an initial evaluation and the initial placement and provision of special education and related services, if you do not notify the district of your objection within 14 days of when the district sends the notice of the district's proposal to you, the district's proposal goes into effect even without your consent. Additionally, your consent is not required for a district to review existing data in your child's educational file as part of an evaluation or a reevaluation.

Your consent is also not required for the district to administer a test or other evaluation that is given to all children, unless consent is required from parents of all children.

Parent's Right to Object and Right to a Conciliation Conference

You have a right to object to any action the district proposes within 14 calendar days of when the district sends you the prior written notice of their proposal. If you object to the district's proposal, you have the right to request a conciliation conference, mediation, facilitated IEP team meeting or a due process hearing. Within ten calendar days from the date the district receives notice of your objection to its proposal or refusal in the district's prior written notice, the district will ask you to attend a conciliation conference.

Except as provided under Minnesota Statutes, section 125A.091, all discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five days after the final conciliation conference, the district must prepare and provide to you a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible evidence in any subsequent proceeding.

You and the district may also agree to use mediation or a facilitated individualized education program (IEP) team meeting to resolve your disagreement. You or the district can also request a due process hearing (see section about Impartial Due Process Hearings later in this document). The district must continue to provide an appropriate education to your child during the proceedings of a due process hearing.

Confidentiality and Personally Identifiable Information

Personally identifiable information is information that includes, but is not limited to, a student's name, the name of the student's parent or other family members, the address of the student or student's family, a personal identifier, such as the student's Social Security number, student number, or biometric record, another indirect identifier, such as the student's date of birth, place of birth, a mother's maiden name, other information that, alone or in combination, is linked to or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty, or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

Districts and MDE must protect the confidentiality of any personally identifiable data, information, and records they collect, maintain, disclose, and destroy.

Generally, your written consent is required before a district may disclose personally identifiable information from your child's educational record with anyone other than officials of participating agencies collecting or using the information under the Individuals with Disabilities Education Act (IDEA) or for any purpose other than meeting a requirement of that law.

When your consent is not required to share personally identifiable information. Your consent, or the consent of an eligible student (age 18 or older), is not required before personally identifiable information contained in education records is released to officials of a school district or the state department of education for meeting IDEA requirements.

Your child's educational records, including disciplinary records, can be transferred without your consent to officials of another school, district, or postsecondary institution if your child seeks to enroll in or attend the school or institution or a school in that district.

Disclosures made without your consent must be authorized under the Family Educational Rights and Privacy Act (FERPA). Please refer to 34 C.F.R. Part 99 for additional information on consent requirements concerning data privacy under federal law.

Directory Information

Directory information can be shared without your consent. This type of information is data contained in an education record of your child that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, a student's address, telephone number, email address, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in official activities and sports, weight and height of athletic team members, degrees, honors, and awards received, the most recent educational agency or institution attended, and a student ID number, user ID, or other unique personal identifier used for accessing or communicating electronically if certain criteria are met. Directory information does not include a student's Social Security number or a student ID number not used in connection with accessing or communicating electronically as provided under federal law.

Districts must give you the option to refuse to let the district designate any or all data about your child as directory information. This notice can be given to you by any means reasonably likely to inform you or an eligible student of this right. If you do not refuse to release the above information as directory information, that information is considered public data and can be shared without your consent.

Data about you (meaning parents) is private data but can be treated as directory information if the same procedures that are used by a district to designate student data as directory information are followed.

WRITTEN ANNUAL NOTICE RELATING TO THIRD PARTY BILLING FOR IEP HEALTH-RELATED SERVICES

Before billing Medical Assistance or MinnesotaCare for health-related services the first time, and each year, the district must inform you in writing that:

1. The district will share data related to your child and health-related services on your child's IEP with the Minnesota Department of Human Services to determine if your child is covered by Medical Assistance or MinnesotaCare and whether those services may be billed to Medical Assistance or MinnesotaCare.
2. Before billing Medical Assistance or MinnesotaCare for health-related services the first time, the district must obtain your consent, including specifying the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided), the purpose of the disclosure, the agency to which the disclosure may be made (i.e., the Department of Human Services) and which specifies that you understand and agree that the school district may access your (or your child's) public benefits or insurance to pay for health-related services.
3. The district will bill Medical Assistance or MinnesotaCare for the health-related services on your child's IEP.
4. The district may not require you to sign up for or enroll in Medical Assistance or MinnesotaCare or other insurance programs in order for your child to receive special education services.
5. The district may not require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for health services provided, but may pay the cost that you otherwise would be required to pay.
6. The district may not use your child's benefits under Medical Assistance or MinnesotaCare if that use would: decrease available lifetime coverage or any other insured benefit; result in your family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time your child is in school; increase your premiums or lead to the discontinuation of benefits or insurance; or risk your loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
7. You have the right to receive a copy of education records the district shares with any third party when seeking reimbursement for IEP health-related services.

You have the right to stop your consent for disclosure of your child's education records to a third party, including the Department of Human Services, at any time. If you stop consent, the district may no longer share your child's education records to bill a third party for IEP health-related services. You can withdraw your consent at any time, and your child's IEP services will not change or stop.

INDEPENDENT EDUCATIONAL EVALUATIONS

An independent educational evaluation (IEE) is an evaluation by a qualified person(s) who is not an employee of your district. You may ask for an IEE at school district expense if you disagree with the district's evaluation. A hearing officer may also order an independent educational evaluation of your child at school district expense during a due process hearing.

Upon request for an IEE, the district must give you information regarding its criteria for selection of an independent examiner and information about where an independent education evaluation may be obtained.

If you request an IEE, the district must, without delay, ensure that it is provided at public expense or request a hearing to determine the appropriateness of its evaluation. If the district goes to hearing and the hearing officer determines the district's evaluation is appropriate, you still have the right to an independent evaluation, but not at public expense.

If you obtain an IEE, the results of the evaluation must be considered by the IEP/IIP (Individual Interagency Intervention Plan) Team and may be presented as evidence at a due process hearing regarding your child.

EDUCATION RECORDS

Definition of an Education Record

Under federal law an education record means those records that are directly related to a student and that are maintained by the department or the district.

Your Access to Records

If you want to look at your child's education records, the district must give you access to those records for your review. Education records include most of the information about your child that is held by the school. However, information held solely by your child's teacher for his or her own instructional use may not be included in the education records.

The district must allow you to review the records without unnecessary delay, and before any meeting regarding an IEP, or any hearing or resolution session about your child. In addition, the district must comply with your request to review your child's education records immediately, if possible, or within 10 days of the date of the request (excluding Saturdays, Sundays and legal holidays), if immediate compliance is not possible.

Your right to inspect and review records includes the right to:

1. An explanation or interpretation from the district of your child's records upon request;
2. Have your representative inspect and review the records on your behalf;
3. Request that the district provide copies of your child's educational records to you; and
4. Review your child's records as often as you wish in accordance with state law. State law provides that if you have been shown private data and have been informed of its meaning, that data does not need to be disclosed to you for a period of 6 months unless a dispute or action is pending or new information is created or collected.

Transfer of Rights

Your rights regarding accessing your child's education records generally transfer to your child at age 18. Notice must be provided to you and your child regarding this transfer of rights.

Records on More Than One Child

If any education record includes information on more than one child, you have the right to inspect and review only information relating to your child. You can seek consent to review and inspect education records that include information about children in addition to your own, but those parents of those children have a right to refuse your request for consent.

List of Types and Locations of Information

Upon your request, the district and the department must provide you with a list of the types and locations of education records they collect, maintain or use.

Record of Access by Others

The district must keep a record of each request for access to, and each disclosure of, personally identifiable information in your child's education records. This record of access must include the name of the individual who made the request or received personally identifiable information from your child's education records, the date access was given and the purpose of the disclosure or the individual's legitimate interest in the information.

Consent to Release Records

Generally, your consent is required before personally identifiable information is released to unauthorized individuals or agencies. The consent must be in writing and must specify the individuals or agencies authorized to receive the information: the nature of the information to be disclosed; the purpose for which the information may be used; and a reasonable expiration date for the authorization to release information. Upon request, the district must provide you with a copy of records it discloses after you have given this consent.

The district may not disclose information contained in your child's IEP/IIIP, including diagnosis and treatment information, to a health plan company without your signed and dated consent.

Fees for Searching, Retrieving and Copying Records

The district may not charge a fee to search or retrieve records. However, if you request copies, the district may charge a reasonable fee for the copies, unless charging that fee would prevent you from exercising your right to inspect and review the education records because you cannot afford to pay it.

Amendment of Records at Parent's Request

If you believe that information in your child's records is inaccurate, misleading, incomplete or in violation of your child's privacy or other rights, you may request in writing that the district amend or remove the information.

The district must decide within a reasonable time whether it will amend the records. If the district decides not to amend the records, it must inform you that you have the right to a hearing to challenge the district's decision. If, as a result of that hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of your child's privacy right, it must inform you that you have the right to include a statement of your comments and disagreements alongside the challenged information in your child's education records. A hearing to challenge information in education records must be conducted according to the procedures for such hearings under FERPA.

Transfer of Records

Minnesota Statutes require that a district, a charter school, or a nonpublic school transfer a student's educational records, including disciplinary records, from a school a student is transferring from to a school in which a student is enrolling within 10 business days of a request.

Destruction of Records

The district must inform you when personally identifiable information is no longer needed in order to provide education services to your child. That information must be destroyed at your request. However, the school may retain a permanent record of your child's name, address, phone number, grades, attendance records, classes attended, grade level completed and year completed.

Under federal law, destruction means the physical removal of personal identifiers from information so that the information is no longer personally identifiable. Thus, the student's record does not need to be physically destroyed to comply with your request to destroy special education related records. Districts can appropriately comply with this requirement by removing personally identifiable information from the student's records. The choice of destruction method generally lies with the school district.

The district shall not destroy any education records if there is an outstanding request to inspect or review the records.

Despite your request to destroy records a district can keep certain records necessary to comply with the General Education Provision Act (GEPA), which requires that recipients of federal funds keep records related to the use of those funds. You may want to maintain certain special education records about your child for documentation purposes in the future, such as for applying for SSI benefits.

MEDIATION

Mediation is a free, voluntary process to help resolve disputes. You or your district may request free mediation from the Minnesota Department of Education's Special Education Alternative Dispute Resolution program at 651-582-8222 or 1-866-466-7367. Mediation uses a neutral third party trained in dispute resolution techniques. Mediation may not be used to deny or delay your right to a due process hearing. Both you and district staff must agree to try mediation before a mediator can be assigned. At any time during the mediation, you or the district may end the mediation.

If you and the district resolve all or a portion of the dispute or agree to use another procedure to resolve the dispute, the mediator shall ensure that the resolution or agreement is in writing and signed by both you and the district and that both parties receive a copy of the document. The written resolution or agreement shall state that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The resolution or agreement is legally binding on both you and the district and is enforceable in state or federal district court. You or the district can request another mediation to resolve a dispute over implementing the mediation agreement.

FILING A WRITTEN COMPLAINT

Any organization or individual may file a complaint with the Minnesota Department of Education (MDE). Complaints sent to MDE must:

1. Be in writing and be signed by the individual or organization filing the complaint;
2. Allege violations of state or federal special education law or rule;
3. State the facts upon which the allegation is based;
4. Include the name, address and telephone number of the person or organization making the complaint;
5. Include the name and address of the residence of the child and the name of the school the child is attending;
6. A description of the nature of the child's problem; including facts relating to the problem,;
7. A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed; and
8. Be forwarded to the public agency providing services to the child at the same time the complaint is sent to MDE.

The complaint must be sent to:
Minnesota Department Education
Division of Compliance and Assistance
Due Process Supervisor
1500 West Highway 36
Roseville, MN 55113-4266
651.582.8689 Phone
651.582.8725 Fax

The complaint must be received by MDE no later than one year after the alleged violation occurred. MDE will issue a written decision within 60 days, unless exceptional circumstances require a longer time or you or the district agree to extend the time to participate in mediation. The final complaint decision may be appealed to the Minnesota Court of Appeals by you (the parent) or the school district injured-in-fact by the decision within 60 days of receiving notice of the final decision.

MODEL FORMS

MDE has developed model forms that can be used to file special education or due process complaints. These forms are not required, but are available as a resource to use when filing a complaint. These model forms are available MDE's website: MDE > School Support > Compliance and Assistance > Due Process Forms.

IMPARTIAL DUE PROCESS HEARING

Both you and the district have a right to request an impartial due process hearing in writing within two years of the date you or the agency knew or should have known about the alleged action that forms the basis of the due process complaint.

A due process hearing can be requested regarding a proposal or refusal to initiate or change a child's evaluation, IEP, educational placement, or to provide FAPE.

A due process hearing may address any matter related to the identification, evaluation, educational placement, manifestation determination or provision of a free and appropriate public education of your child. Within 15 days of receiving notice of your due process complaint, and prior to the due process hearing, the school district must arrange for a resolution meeting with you and the relevant members of the IEP Team who have knowledge of the facts alleged in the due process complaint.

The purpose of this meeting is for you to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the school district has the opportunity to resolve the dispute that is the basis for the due process complaint.

The resolution meeting need not be held if you and the school district agree in writing to waive the meeting or agree to mediation. A resolution meeting is also not required to be held when the district is the party who requests a due process hearing.

If the matter is not resolved within 30 days of receipt of the due process complaint, the hearing timelines begin.

If the school district is unable to obtain your participation in the resolution meeting or mediation after reasonable efforts have been made and the school district does not agree to waive the meeting in writing, the school district may, at the conclusion of the 30-day period, request that a hearing officer dismiss your due process complaint.

Loss of Right to a Due Process Hearing

NOTE: Due to an interpretation of state law by the 8th Circuit Court of Appeals, if your child changes school districts and you do not request a due process hearing before your child enrolls in a new district, you may lose the right to have a due process hearing about any special education issues that arose in the previous district. You do still have a right to request a due process hearing about special educational issues that may arise in the new district where your child is attending.

Procedures for Initiation of a Due Process Hearing

Upon a written request for a hearing, the district must give you a copy of this procedural safeguard notice and a copy of your rights at hearing. If you or the district request a hearing, the other party must be provided with a copy of the request and submit the request to the department. Once it receives the request, the department must give a copy of the procedural safeguards notice to you. All written requests must include:

1. The name of your child;
2. The address of your child;
3. The name of the school your child is attending;
4. A description of the problem(s), including your view of the facts; and
5. A proposed resolution of the problem to the extent known and available to you at the time.

MDE maintains a list of qualified hearing officers. Upon receipt of a written request for a hearing, MDE will appoint a hearing officer from that list to conduct the hearing. Below are a few of your rights at hearing. This is not a complete list of rights.

Both you and the district have the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
2. Present evidence and confront, cross-examine and compel the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed at least five business days before the hearing, including evaluation data and recommendations based on that data; and
4. Receive a free copy of the hearing transcript or electronic recording of findings of fact and decisions.

As a parent, you, specifically, have the right to:

1. Have your child, who is the subject of the hearing, present;
2. Open the hearing to the public; and
3. Have the record or transcript of the hearing and the hearing officer's findings of fact, conclusions of law and decisions made provided to you at no cost.

Responding to the Hearing Request

If you file a hearing request and you did not previously receive a prior written notice from the district about the subject matter of the hearing request, the district must send you a written explanation of why the district refused to take the action raised in the hearing request within 10 days of receiving the hearing request. This explanation must include a description of other options considered by the IEP team, why those options were rejected, a description of each evaluation procedure, assessment, record, or report that the district used as the basis for the proposed or refused action, and a description of the factors relevant to the district's proposal or refusal decision.

The district can assert that the hearing request does not meet the requirements under state law. A hearing request is considered sufficient unless the party who received the request notifies the hearing officer in writing within 15 days of receiving the request that they believe the request does not meet statutory requirements. The hearing officer must determine whether the hearing request meets statutory requirements within 5 days of receiving the request and notify the parties.

Upon receiving your hearing request, the district must also send you a written response that addresses the issues you raised in the hearing request within 10 days of receiving the request.

Disclosure of Additional Evidence Before a Hearing

A prehearing conference must be held within 5 business days of the date the commissioner appoints a hearing officer. This conference can be held in person, at a location within the district, or by telephone. At least 5 business days before a hearing, you and the district must disclose to each other all evaluations of your child completed by that date and recommendations based on those evaluations that are intended to be used at the hearing. A hearing officer may refuse to allow you to introduce any undisclosed evaluations or recommendations at the hearing without consent of the other party.

The Hearing Decision

A hearing decision must be issued and provided to each party within 45 calendar days, or within an appropriately extended time period, upon the expiration of the 30-day resolution period after the due process complaint was received by the state agency. A hearing officer may extend the time beyond the 45-day period if requested by either party for good cause shown on the record. A hearing officer must conduct oral arguments in a hearing at a time and place that is reasonably convenient to you and your child. A hearing officer's decision on whether your child received FAPE must be based on evidence and arguments that directly relate to FAPE. The hearing decision is final unless you or the district files a civil action. A hearing officer lacks the authority to amend a decision except for clerical and mathematical errors.

Separate Request for Due Process Hearing

You have the right to file a separate due process complaint on an issue separate from a due process complaint already filed.

Free or Low-Cost Legal Resources

The district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information or if you or the school district file a due process complaint. A list of free or low-cost legal resources is also available on [MDE's Special Education Hearings web page](#) (MDE> Select School Support > Compliance and Assistance > Special Education Hearings).

COMPLAINT AND HEARINGS DATABASE

Final decisions on special education complaints and due process hearings are available to the public on the MDE website. MDE maintains a public database called the Complaints, Hearings, and Letters Search Engine. Decisions available in the database are redacted and all personally identifiable information is removed. This database is available on the Compliance and Assistance webpage on the MDE website at: <http://w20.education.state.mn.us/WebsiteContent/ComplianceSearch.jsp>.

CIVIL ACTION

When you or the district disagrees with the findings or decisions made by a hearing officer, either party may file a court action. The action may be brought in federal district court or the state court of appeals. Different standards of review apply in each court. An appeal to the state court of appeals must be made within 60 calendar days of your receipt of the decision. An appeal to federal district court must be made within 90 days of the date of the decision.

PLACEMENT DURING A HEARING OR CIVIL ACTION

During a hearing or court action, unless you and the district agree otherwise, your child will remain in the educational placement where he/she is currently placed and must not be denied initial admission to school. This is commonly referred to as the "stay-put" rule.

Two exceptions to the "stay-put" rule exist:

1. Students may be removed from their educational setting for not more than 45 school days to an interim alternative educational placement for certain weapon, drug or serious bodily injury violations; and
2. A hearing officer's decision agreeing with you that a change in placement is appropriate as the "stay-put" placement during subsequent appeals.

EXPEDITED HEARINGS

You (the parent) or the district can request an expedited hearing in the following situations:

1. Whenever you dispute the district's proposal to initiate or change the identification, evaluation or educational placement of your child or the district's provision of FAPE to your child;
2. Whenever you dispute the district's refusal to initiate or change the identification, evaluation or educational placement of your child or the district's provision of FAPE to your child;
3. Whenever you dispute the manifestation determination; and
4. Whenever the district believes that maintaining the current placement of your child is substantially likely to result in injury to the child or to others.

You or a school district may file a written request for an expedited due process hearing as described above.

Timelines for Expedited Hearings

Expedited hearings must be held within 20 school days of the date the hearing request is filed. The hearing officer must issue a decision within 10 school days after the hearing. A resolution meeting must occur within 7 days of receiving the hearing request, unless you and the school district agree in writing to either waive the resolution meeting or use the mediation process. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receiving the request.

Dismissal of Complaint

If the school district is unable to obtain your participation in the resolution meeting or mediation after reasonable efforts have been made and the school district does not agree to waive the meeting in writing, the school district may, at the conclusion of the 30-day period, request that a hearing officer dismiss your due process complaint.

Placement by a Hearing Officer

A hearing officer may decide to move your child to an interim alternative educational setting for up to 45 school days if the hearing officer determines your child is substantially likely to injure himself or herself or others if he/she remains in the current placement.

Right to Appeal Decision

You or the district can appeal the decision of a hearing officer in an expedited due process hearing.

INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT

The district may change your child's educational placement for up to 45 school days, if your child:

1. Carries a dangerous weapon to or possesses a dangerous weapon at school, on school premises, or at a school function under the jurisdiction of the school district or MDE as defined in federal law;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school district or MDE. This does not include alcohol or tobacco; or
3. Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district or MDE as defined in federal law.

On the date the district decides to remove your child and the removal is a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with the procedural safeguards notice.

The IEP/IIP team determines the interim alternative educational setting and appropriate special education services. Even though this is a temporary change, it must allow your child:

1. To continue to participate in the general education curriculum and progress towards meeting goals set out in your child's IEP, although in a different setting; and
2. Include services and modifications designed to prevent the behavior from recurring.

If your child is placed in an interim alternative educational setting, an IEP/IIP meeting must be convened within 10 school days of the decision. At this meeting, the team must discuss behavior and its relationship to your child's disability. The team must review evaluation information regarding your child's behavior, and determine the appropriateness of your child's IEP/IIP and behavior plan. The team will then determine if your child's conduct was caused by, or had a direct relationship to his or her disability, or if your child's conduct was the direct result of the school district's failure to implement the IEP.

ATTORNEY'S FEES FOR HEARINGS

You may be able to recover attorney fees if you prevail in a due process hearing. A judge may make an award of attorney's fees based on prevailing rates in your community. The court may reduce an award of attorney's fees if it finds that you unreasonably delayed the settlement or decision in the case. If the district prevails and a court agrees that your request for a hearing was for any improper purpose, you may be required to pay the district's attorney's fees.

EXCLUSIONS AND EXPULSION OF PUPILS WITH A DISABILITY

Before your child with a disability can be expelled or excluded from school, a manifestation determination must be held. If your child's misbehavior is related to his or her disability, your child cannot be expelled. When a child with a disability is excluded or expelled under the Pupil Fair Dismissal Act, Minnesota Statutes Sections 121A.41-56, for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services after the period a period of suspension, if imposed.

DISCIPLINARY REMOVALS

If a child with a disability is removed from his or her current educational placement, this is considered a change of placement if:

1. The removal is for more than 10 school days in a row; or
2. Your child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a year;
 - b. Your child's behavior is substantially similar to your child's behavior in previous incidents that resulted in a series of removals; and
 - c. Of additional factors such as the length of each removals, the total amount of time your child has been removed, and the proximity of the removals to one another.

The determination of whether a pattern of removals constitutes a change of placement is made by the district. If this determination is challenged it is subject to review through due process and judicial proceedings.

CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

If your child has not been determined eligible for special education and related services and violates a code of student conduct, and the school district knew before the discipline violation that your child was a child with a disability then your child can utilize the protections described in this notice.

A district is deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel at the district or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. Your child's teacher or other district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the district's director of special education or to other district supervisory staff.

Exceptions to a District's Knowledge

A district would not be deemed to have such knowledge if:

1. You have previously refused consent for an evaluation of your child or you have previously refused special education services; or
2. Your child has already been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that Apply if There is No Basis of Knowledge.

If a district does not have knowledge that your child is a child with a disability prior to taking disciplinary measures against your child, your child may be subjected to similar disciplinary consequences that are applied to children without disabilities who engage in similar behaviors.

If a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is complete, your child remains in the educational placement determined by the district, which can include suspension or expulsion without educational services. In Minnesota, regular special education services are provided on the sixth day of a suspension and alternative education services are provided.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

A district can report a crime committed by a child with a disability to appropriate authorities and State law enforcement and judicial authorities can exercise their responsibilities under the law related to crimes committed by a child with a disability.

Transmittal of records

If a district reports a crime committed by a child with a disability, the district must ensure that copies of the child's special education and disciplinary records are transmitted to the appropriate authorities to whom the crime is reported for consideration. However, the district may only transmit copies of your child's special education and disciplinary records to the extent permitted by FERPA.

PRIVATE SCHOOL PLACEMENT

IDEA does not require the district to pay for the cost of educating your child, including special education and related services, at a private school if the district made FAPE available to your child and you chose to place your child in a private school. However, you may be able to recover tuition expenses for a private school placement if you informed the district of your intent to enroll your child in a private school at public expense in a timely manner and if a hearing officer finds that the district did not promptly make FAPE available to your child prior to your child being enrolled in the private school and if the private placement is appropriate. You must inform the district of your intent to place your child in a private placement at public expense at the most recent IEP/IIIP meeting prior to removal of your child from public school or by written notice to the district at least 10 business days prior to removal of your child from public school.

Your notice must state why you disagree with the district's proposed IEP/IIIP or placement. If a hearing officer or court finds that the district failed to provide or is unable to provide your child with an appropriate education and that the private placement is appropriate, you may be reimbursed for the cost of the private placement. Failure to tell the school of your intent to enroll your child in a private school at public expense, failure to make your child available for evaluation prior to placing your child in a private school after the district has given you notice of its intent to evaluate your child, or other unreasonable delay on your part could result in a reduction or denial of reimbursement for the private school placement.

A hearing officer cannot reduce or deny the cost of reimbursement if: the district prevented you from being provided with this notice; you did not receive notice of your responsibilities as discussed above in this section; or if compliance with the above requirements would likely result in physical harm to your child and if you failed to provide the required notice because you cannot write in English or if compliance with the above requirements would likely result in serious emotional harm to your child.

Appendix D: Operating Procedures Region 10 Community Transition Interagency Committee (CTIC)



REGION 10 LOW INCIDENCE PROJECTS

801 FRONTAGE RD NW

BYRON, MN 55920

(507) 775-2037

WWW.region10projects.org

Region 10 Community Transition Interagency Committee (CTIC)

Mission Statement

Minnesota will be a place where people with disabilities are living, learning, working and enjoying life in the most integrated setting.

Purpose Of The Committee

Region 10 Community Transition Interagency Committee (CTIC) will develop and ensure the implementation of interagency policies and procedures so that eligible students and their families are identified and have access to appropriate services and supports.

Glossary Of Terms:

- CTIC– Community Transition Interagency Committee
- Regional CTIC – Region 10 CTIC
- SEAU – Special Education Administrative Unit
- RLIP – Regional Low Incidence Projects
- RLIF - Regional Low Incidence Facilitator
- CTE - Career and Technical Education

Requirements Of The Committee

Statutory Requirements:

125A.22 COMMUNITY TRANSITION INTERAGENCY COMMITTEE.

- A district, group of districts, or special education cooperative, in cooperation with the county or counties in which the district or cooperative is located, may establish a community transition interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families. Members of the committee may include representatives from special education, vocational and regular education, community education, postsecondary education and training institutions, mental health, adults with disabilities who have received transition services if such persons are available, parents of youth with disabilities, local business or industry, rehabilitation services, county social services, health agencies, and additional public or private adult service providers as appropriate. The committee may:
 1. identify current services, programs, and funding sources provided within the community for secondary and postsecondary aged youth with disabilities and their families that prepare them for further education; employment, including integrated competitive employment; and independent living;
 2. facilitate the development of multi agency teams to address present and future transition needs of individual students on their individualized education programs;
 3. develop a community plan to include mission, goals, and objectives, and an implementation plan to assure that transition needs of individuals with disabilities are met;
 4. recommend changes or improvements in the community system of transition services; and
 5. exchange agency information such as appropriate data, effectiveness studies, special projects, exemplary programs, and creative funding of programs.

Relationships/ Alignment / Priorities

Lead Agency and State Partners

- Minnesota Department of Education (MDE)
- Zumbro Education District - Updated 09/06/17

- Minnesota Department of Employment and Economic Development (DEED)
- Minnesota Vocation and Rehabilitation Services (VRS)
- Minnesota Workforce Development Inc. (WDI)
- Minnesota Department of Health (MDH)
- Minnesota Olmstead Plan
- Workforce Innovation and Opportunity Act

Local Agencies

- Region 10 Low Incidence Projects and Member Districts
 - ALBERT LEA AREA SCHOOLS
 - AUSTIN PUBLIC SCHOOLS
 - AUSTIN ALBERT LEA AREA SPECIAL EDUCATION COOPERATIVE
 - CANNON VALLEY SPECIAL EDUCATION COOPERATIVE
 - FARIBAULT PUBLIC SCHOOLS
 - FILLMORE CENTRAL PUBLIC SCHOOLS
 - GOODHUE COUNTY EDUCATION DISTRICT
 - HIAWATHA VALLEY EDUCATION DISTRICT
 - MEDFORD PUBLIC SCHOOLS
 - MINNESOTA STATE ACADEMY
 - NORTHFIELD PUBLIC SCHOOLS
 - OWATONNA PUBLIC SCHOOLS
 - ROCHESTER PUBLIC SCHOOLS
 - SOUTHERN MINNESOTA EDUCATION CONSORTIUM
 - WINONA AREA PUBLIC SCHOOLS
 - ZUMBRO EDUCATION DISTRICT
- County Social Services in all 11 counties in Region 10
 - Olmsted
 - Dodge
 - Steele
 - Freeborn
 - Rice
 - Goodhue
 - Winona
 - Wabasha
 - Houston
 - Fillmore
 - Mower
- Community Based Service Providers
- MaxAbility Southern Minnesota Disability Employment Network

Operational Considerations

- Fiscal Host: The fiscal host for the Region 10 CTIC is the Zumbro Education District.
- Maintenance Of Documents: The Region 10 Low Incidence Projects will maintain CTIC documents. Examples of documents include Operating Procedures, Work Plan, meeting minutes, fiscal host, membership rosters, meeting sign-in sheets, and other documents as identified.
- Website Posting: Minutes, agendas, etc. will be on <http://region10projects.org>.
- Process to change Operating Procedures:
 - Changes proposed at one meeting will be voted on at the meeting or within two weeks electronically. If electronic voting is needed, proper documentation explaining the proposed change will be sent with the request for electronic vote.

Demographics

- Geographic Area Served:
 - Region 10 Low Incidence Projects covers 11 counties

- 6,770 square miles
- Population of 497,763
- Serving approximately 82,400 students.
- Serving approximately 12,300 special education students.
- Serving approximately 550 Birth – 2 students
- Counties Served:
 - Dodge
 - Goodhue
 - Houston
 - Olmsted
 - Fillmore
 - Freeborn
 - Wabasha
 - Winona
 - Rice
 - Mower
 - Steele
- Head Start Programs Served:
 - Tri Valley Migrant Head Start, Families First of Minnesota, Head Start- Freeborn & Olmsted Fillmore Head Start, Three Rivers, & SEMCAC
- Reservation Served:
 - Prairie Island Reservation
- School Districts Served:
 - 44 School Districts
 - 6 Non-Public Schools
 - 11 Charter Schools
 - 1 Online Charter
 - 3 Cooperatives
 - 3 Education Districts
 - 1 Consortium

Membership

- Terms Of Membership: Membership is at will and reviewed annually at the Spring CTIC meeting.
- Membership Representation may include:
 - Region 10 Low Incidence Facilitator
 - Special Educator Director
 - Special Education Teacher
 - Vocational Education / Career and Technical Education
 - Regular Education
 - Community Education
 - Postsecondary education and training institutions
 - Mental health providers
 - Adults with disabilities who have received transition services (if available)
 - Parents
 - Local business or industry
 - MN Vocational Rehabilitation Services
 - County Social Services
 - MN Department of Health

- Additional Representative Membership:
 - Private Agencies
 - Public Agencies
 - School Nurses
 - Other Members
- A membership list is available upon request by the RLIF.

Meetings

- Meetings are open and available to the public to participate.
- Quarterly meetings will be held.
 - 1st Q: Summer July-September
 - 2nd Q: Fall October-December
 - 3rd Q: Winter January-March
 - 4th Q: Spring April-June
- Meeting Notification: Notices, agendas, and supporting documents will be sent out electronically (unless requested otherwise) prior to the meetings.
- Decision-Making Process/Voting: Decisions are determined by consensus whenever possible or by a vote of a simple majority of those in attendance.
- Distribution Of Meeting Minutes To Other Stakeholders, Interested Parties: Minutes will be distributed to parties and posted on the website at <http://region10projects.org>.
- Electronic Participation: It may be acceptable to attend/vote by contacting the Chair.

Adopted: December 7, 2017

Appendix E: Operating Procedures
Region 10 Help Me Grow Interagency Early Intervention
Committee (IEIC)

OPERATING PROCEDURES Region 10 Help Me Grow Interagency Early Intervention Committee (IEIC)

Mission Statement *Promoting positive beginnings by identifying and serving eligible children and their families.*

Purpose Of The Committee Region 10 Help Me Grow IEIC will develop and assure the implementation of interagency policies and procedures so that eligible children ages birth to five and their families are identified and have access to appropriate services and supports.

Glossary Of Terms: ICC – Governor’s Interagency Coordinating Council IEIC – Interagency Early Intervention Committee Regional IEIC – Region 10 Help Me Grow IEIC SEAU – Special Education Administrative Unit CoE – Centers of Excellence (project through MDE) RLIP – Regional Low Incidence Projects

Requirements Of The Committee Statutory Requirements: Purpose of Interagency Early Intervention Committee: M.S. 125A.30

a. A school district, group of districts, or special education cooperative, in cooperation with the health and human service agencies located in the county or counties in which the district or cooperative is located, must establish an Interagency Early Intervention Committee for children with disabilities under age five and their families under this section, and for children with disabilities ages three to 22 consistent with the requirements under sections 125A.023 and 125A.027. Committees must include representatives of local health, education, and county human service agencies, county boards, school boards, early childhood family education programs, Head Start, parents of young children with disabilities under age 12, child care resource and referral agencies, school readiness programs, current service providers, and may also include representatives from other private or public agencies and school nurses. The Committee must elect a chair from among its members and must meet at least quarterly. b. The Committee must develop and implement interagency policies and procedures concerning the following ongoing duties:

1. develop public awareness systems designed to inform potential recipient families, especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, of available programs and services;
2. to reduce families' need for future services, and especially parents with premature infants, or infants with other physical risk factors associated with learning or development complications, implement interagency child find systems designed to actively seek out, identify, and refer infants and young children with, or at risk of, disabilities, including a child under the age of three who: (i) is involved in a substantiated case of abuse or neglect or (ii) is identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure;
3. establish and evaluate the identification, referral, child and family assessment systems, procedural safeguard process, and community learning systems to recommend, where necessary, alterations and improvements;
4. assure the development of individualized family service plans for all eligible infants and toddlers with disabilities from birth through age two, and their families, and individual education plans and individual service plans when necessary to appropriately serve children with disabilities, age three and

older, and their families and recommend assignment of financial responsibilities to the appropriate agencies;

5. implement a process for assuring that services involve cooperating agencies at all steps leading to individualized programs;

6. facilitate the development of a transitional plan if a service provider is not recommended to continue to provide services;

7. identify the current services and funding being provided within the community for children with disabilities under age five and their families;

8. develop a plan for the allocation and expenditure of additional state and federal early intervention funds under United States Code, title 20, section 1471 et seq. (Part C, Public Law 108-446) and United States Code, title 20, section 631, et seq. (Chapter I, Public Law 89-313); and 9. develop a policy that is consistent with section 13.05, subdivision 9, and federal law to enable a member of an interagency early intervention committee to allow another member access to data classified as not public. c. The local Committee shall also:

1. participate in needs assessments and program planning activities conducted by local social service, health and education agencies for young children with disabilities and their families; and
2. review and comment on the early intervention section of the total special education system (TSES) for the district, the county social service plan, the section or sections of the community health services plan that address needs of and service activities targeted to children with special health care needs, the section on children with special needs in the county child care fund plan, sections in Head Start plans on coordinated planning and services for children with special needs, any relevant portions of early childhood education plans, such as early childhood family education or school readiness, or other applicable coordinated school and community plans for early childhood programs and services, and the section of the maternal and child health special project grants that address needs of and service activities targeted to children with chronic illness and disabilities.

Relationships/ Alignment / Priorities

Lead Agency and State Partners: Minnesota Department of Education is the lead agency for Part C Early Intervention services, with Minnesota Department of Health and Department of Human Services participating as state partners, in delivering a comprehensive and coordinated interagency system. State agency staff may attend and participate in the Region 10 HELP ME GROW IEIC as ex officio members.

Governor's Interagency Coordinating Council (ICC): The Region 10 Help Me Grow designee will attend the ICC meetings and report the business of the Regional IEIC to the ICC in the role of a guest.

Special Education Administrative Units (SEAU): The Region 10 Help Me Grow IEIC will collaborate with SEAUs to examine and distinguish local vs. regional priorities. Funding priorities will be established to help guide the funding decisions at the SEAU.

Other local agencies: Linkages to local entities (community-based service providers) should be maintained. SEAU's and local agencies will collaborate to maintain established relationships.

Centers of Excellence for Young Children with Disabilities Project (COE): The Region 10 Help Me Grow IEIC will collaborate with the COE to ensure that ongoing training needs are met. The COE will participate in assessing district/local agency needs for training.

Operational Considerations

Fiscal Host: The fiscal host for the Region 10 Help Me Grow IEIC is the Zumbro Education District. *The agency designated as the fiscal host must be an eligible recipient of federal special education funds and agrees to expend these federal funds consistent with the approved budget and in accordance with the "Statement of Assurances" as signed by the district special education director and superintendent.*

Local Primary Agency (LPA): The local primary agency for the Region 10 Help Me Grow IEIC is the Zumbro Education District.

The LPA will perform duties consistent with Minnesota Statutes, section 125A.31 including: providing oversight of funds received through the annual fund request and providing oversight for data collection efforts.

Maintenance Of Documents: The Local Primary Agency will maintain IEIC documents. Examples of documents include Operating Procedures, Work Plan, meeting minutes, fiscal host, membership rosters, meeting sign-in sheets, and other documents as identified.

Website Posting: Minutes, agendas, etc. will be on <http://region10projects.org>.

Help Me Grow Minnesota's early intervention system - **Help Me Grow** - includes two programs for eligible children. ***Help Me Grow: Infant and Toddler Intervention*** are special services and supports for children birth through age two and their families. ***Help Me Grow: Preschool Special Education*** is for eligible children ages three to five years. Minnesota children eligible for Help Me Grow can receive services in their home, childcare setting or school. Help Me Grow services are free to eligible families regardless of income or immigrant status. **Website:**

<http://www.health.state.mn.us/divs/fh/mcshn/ecip.htm>

Process to change Operating Procedures: Changes proposed at one meeting will be voted on at the meeting or within two weeks electronically providing electronic quorum has been met (see description of a quorum). If electronic voting is needed, proper documentation explaining the proposed change will be sent with the request for electronic vote. Within 30 days of the date the proposed change is received, it shall be submitted in writing to the IEIC Chair, who will then distribute the request to the Regional IEIC membership (as defined below). The membership shall have received the proposed amendment or amendments at least 14 days prior to the meeting.

Demographics Geographic Area Served: Region 10 Low Incidence Projects covers 10 counties

- 6,770 square miles

- Population of 460,102.
- Serving approximately 80,600 students.
- Serving approximately 10,300 special education students.
- Serving approximately 4,000 Birth – 2 students

Counties Served: Dodge, Goodhue, Houston, Olmsted, Fillmore, Freeborn, Wabasha, Winona, Rice, Mower, Steele

Head Start Programs Served: Tri Valley Migrant Head Start, CCR&R Head Start- Freeborn & Olmsted, Three Rivers, & SEMCAC

Reservation Served:
Prairie Island Reservation

School Districts Served: 70 school districts

- 45 Public Schools
- 3 Education Districts
- 1 Consortium
- 11 Charter Schools

Albert Lea, Austin, Blooming Prairie, Byron, Caledonia, Cannon Falls Chatfield Dover-Eyota Faribault Fillmore Central Glenville-Emmons Goodhue Goodhue County Ed District Grand Meadow Hayfield Hiawatha Valley Ed District, Houston, Kasson-Mantorville, Kenyon-Wanamingo, Kingsland LaCrescent-Hoka, Lake City, Lanesboro, LeRoy-Ostrander, Lewiston Altura Lyle Mabel-Canton Medford Northfield Owatonna PEM Community Pine Island Red Wing Rochester Southeast Service Cooperative, Southland, Spring Grove, St. Charles, Stewartville, Triton, Wabasha-Kellogg, Winona, Zumbro Ed District, Zumbrota-Mazeppa, Bethlehem Academy, Divine Mercy, Faribault Lutheran Academy, Hollenndale Christian School, Rochester Catholic Sacred Heart, St. Dominic, St. Mary's in Owatonna, St. Theodore Catholic, LaCrescent, Montessori Academy, ROCCHS, Austin Catholic, Cannon River, STEM School, MN State Academies, Red Wing Public Schools, Rushford-Peterson

Membership Terms Of Membership: Membership is at will and reviewed annually at the Spring IEIC meeting.

Mandated Sector Membership Representation:

- Health Education
 - County Human Services
 - County Board
 - School Board
 - Early Childhood Family Education Programs
- Zumbro Education District - Updated 09/06/17

- Head Start
- Parents Of Young Children With Disabilities Under Age 12
- Child Care Resource And Referral
- School Readiness Programs
- Current Service

Additional Representative Membership:

- Private Agencies
- Public Agencies
- School Nurses
- Other Members

Ex Officio Membership

- IEIC Coordinator
- MDE designee
- COE staff
- Regional Low Incidence Facilitator

Recruitment/ Selection Of Membership:

- Determined by the Region 10 Help Me Grow IEIC

Chair & Co-Chair:

- Chair
- Co-Chair
- Note Taker

Other officers:

- ICC Representatives

Meeting Facilitator: The Chair/Co-Chair will be responsible to facilitate the Region 10 Help Me Grow IEIC meetings.

Assurance Of Area Representation: There will be 2 representatives from each county in the Region 10 IEIC including representation from the mandated sector membership. The representative will share information from those constituents.

Removal/Replacement: Members of the Region 10 Help Me Grow IEIC who are unable to continue on the Regional IEIC: Priority will be to fill the vacancy with the mandated sector membership defined in statute. If unable, another representative from that county may serve. In the event a Regional IEIC committee member shall miss two of the scheduled committee meetings in a twelve-month period without

notifying the IEIC Chair(s), the Chair(s) of the Regional IEIC Committee shall have the right to remove the absent member and the membership committee shall fill the vacancy thereby created.

Conflict Of Interest: Any individual working for an agency that may benefit from a decision that is made would need to disclose that potential conflict of interest. No member of the Committee may cast a vote on any matter that would provide direct financial or other perceived benefit to that member or otherwise give the appearance of a conflict of interest.

Meetings Meeting Cycle: Quarterly meetings will be held.

1st Q: Summer July-September

2nd Q: Fall October-December

3rd Q: Winter January-March

4th Q: Spring April-June

Meeting Notification: Notices, agendas, and supporting documents will be sent out electronically (unless requested otherwise) 2 weeks prior to meetings.

Parliamentary Authority: Roberts Rule of Order

Attendance: Two consecutive absences without notifying the chair may result in dismissal from the Committee. Designees may be assigned as follows:

When members are unable to attend scheduled Region 10 Help Me Grow IEIC meetings, they may assign a designee, in writing, to the Chair. The designee shall have the authority to exercise the full privileges of the absent member.

Decision-Making Process/Voting: Decisions will be via electronic means at the Chair's discretion.

Distribution Of Meeting Minutes To Other Stakeholders, Interested Parties: Minutes will be distributed to parties and posted on the website at <http://region10projects.org>.

Electronic Participation: It may be acceptable to attend/vote by contacting the Chair.

Absentee Voting: A member who is unable to attend a meeting may vote on any noticed action item by submitting his or her vote in writing to the Chair(s) in advance of the meeting in which the action will be taken. Such vote may be sent by mail, email or facsimile transmission.

Standing Agenda Format: The agenda format will follow the Roberts Rules

Quorum: Quorum will be a simple majority of current membership. **Voting:** A quorum must be present to hold a vote. Decisions by the Region 10 Help Me Grow IEIC shall, to the extent possible, be made by consensus of members (and designees). If there is no consensus, decisions shall be made by a majority vote (51%) of the voting members (and designees). **Conflict:** When a decision cannot be reached, an outside facilitator may be brought in to assist, if needed. **Reimbursement Policies:** The Region 10 Help

Me Grow IEIC will determine if any members or positions shall receive reimbursement for participation and duties on the IEIC. If a Regional IEIC member is serving within his/her assigned job duties, the Regional IEIC committee will not reimburse expenses.

Stipend 1/2 day/full day Mileage = government rate

Region 10 IEIC Operating Procedures

Establishment & Updates

YEAR IEIC ESTABLISHED: FALL 2011

APPROVAL SIGNATURES: COLLEEN JOHNSON / MARK KRUG

SIGNED MARCH 27, 2012

_____ / _____

Appendix F: ZED Special Education Advisory Council Bylaws

ZED Special Education Advisory Council (SEAC) BYLAWS

I. SEAC Mission

To advocate for high quality educational programs for all learners and assure that the ZED district School Boards, District Administration, and community members are informed of special education successes, issues, and concerns.

To increase the involvement and add the informed perspective of parents and families of children with disabilities in the making and implementation of ZED District policies.

To fulfill the requirements of MN Statute 125A.24

II. Operational Procedures:

The SEAC shall be advisory in nature to the Director of Special Education regarding recommendations for current or proposed special education policy, programs, or service at the district level. The Director of Special Education will have final authority on how to proceed with recommendations.

Information may be brought to SEAC by the members of SEAC, parents, the district representative(s), and the seven member communities at large. Topics shall be submitted to the chairperson of SEAC and approved items will be added to future agendas.

The SEAC shall establish and implement annual goals for the continuous improvement of special education services.

III. Membership:

The SEAC shall be comprised of members from each district through local district appointment. Members will include parents of students with special needs, community members and district staff. Parents will represent at least fifty percent of the SEAC membership. Every effort will be made to ensure that the SEAC membership reflects a wide range of disabilities through the support of each district Coordinator.

IV. Terms of Membership:

SEAC members shall serve an initial two-year term. The term in office shall begin with the first meeting of the school year. Those who are appointed to the council during the course of the school year will start their two-year term the following school year. Members in good standing may be reappointed on a yearly basis at the discretion of the Director of Special Education.

V. Meetings

Meetings shall be held in October and April yearly at the ZED District Office conference room from 4:00 - 5:00 p.m. Mileage will be available to parents who attend by completing the necessary ZED

mileage reimbursement paperwork. The SEAC shall determine if and when longer meeting times may be necessary. All meetings are open to the public.

1. Meeting procedures: Discussion, leading toward consensus of members present, will be the prevailing procedure in SEAC meetings.
2. Agenda: Topics shall be submitted to the Chairperson of SEAC and approved items will be added to the agenda. Agendas will be sent to the SEAC members at least one week prior to the meetings.
3. Minutes: Minutes will be distributed to SEAC members at least one week following the meeting.
4. Officers: The officer elected for a two-year term will be the Chairperson, ZED will provide the Secretary to create the minutes and distribute them. Nominator for the Chairperson will be made by council representatives. See attached SEAC Chairperson Responsibilities.
5. Consultants: The SEAC may request consultation from professionals within and outside the ZED districts on a volunteer basis. All requests for consultants to share information with SEAC need to be approved by the Director of Special Education.

VI. Attendance Requirements:

Members who acquire two absences during a one-year term will be asked to resign from the council. The SEAC will consider waving attendance requirements given extenuating circumstances.

SEAC Chairperson Responsibilities

1. Chairperson
 - Develop meeting agenda with the approval of the Director of Special Education.
 - Send ZED Administrative Assistant the approved agenda to be distributed to SEAC members at least one week prior to SEAC meeting.
 - Arrange for consultants and/or speakers with approval and assistance from the Director of Special Education
 - Facilitate the SEAC meeting
 - Work with ZED District Coordinators to appoint new members (district student(s)/parent(s),staff)