



RSU 23 RTI Handbook

2019-2020

The Goal of RTI is to catch struggling students early, in order to provide appropriate instruction based on grade level standards.

LEARNING IS THE CONSTANT, TIME AND SUPPORT ARE THE VARIABLES.

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RSU 23 Mission Statement

RSU 23 will provide a high -quality education for all students. We will meet all learners as they are, and inspire and support them until they experience success. We will prepare passionate, empathetic, goal-driven members of a society who can embrace change.

RTI Mission Statement

At RSU 23 the response to intervention process is student-centered and will meet social, emotional and academic needs. Our school community uses a collaborative, data-driven, multi-tiered RTI approach that provides appropriate interventions and strategies for all learners to reach their true potential.

August, 2019

Dear Instructional Staff Member,

We have put together this handbook in the interest of creating both clarity and unity of purpose around Response to Intervention (RTI) in our district.

We appreciate your patience as we have worked our way through some trial and error and lots of learning around the RTI process in this district, and how to best serve our students who may be struggling academically and/or emotionally.

Through lots of drafts, meetings, conversations, and collaboration, we have come up with the following processes and procedures for RTI.

We will use these attached procedures and policies and will not make any changes during the 2019-2020 school year. We will continue to take feedback, and monitor progress, and make any necessary changes at the end of the year, with an eye toward the 2020-2021 school year.

These RTI processes and procedures may feel new and/or unfamiliar to some of you. These processes and procedures may feel uncomfortable to some of you. I would like to acknowledge that, as well as acknowledging all the great work that is already happening in every classroom in this district. What might feel “new” is that we need to get *purposeful* and *systematic* about how to help students. We need to work together to make decisions about next steps based on data. While it may be more effort “up front,” taking the time to identify the needs of students will ultimately be more efficient as we will not be wasting time and energy chasing interventions that are not appropriate or may not work for this particular student.

As a classroom teacher, you are truly the person who knows the student best in the school environment, and has the most influence regarding the success of the student. Research has repeatedly shown that the greatest single influence on the success of students is the classroom teacher. Your voice at the table matters dramatically in the solution and in many cases you are going to be the solution. We will work together collaboratively to support each teacher and student and we all need to have a growth mindset around trying new and different things to support our most struggling learners. We will all learn together and build an ever expanding set of tools together, with the goal of reaching each and every one of our students.

JoAnne Dowd
Director of Curriculum and Instruction

Purpose

The purpose of this handbook and our RTI process are one and the same: to provide support in a coherent, organized way to help students that are not responding to high quality, research-based classroom instruction; academically or behaviorally.

What is RTI?

Providing high quality instruction and interventions that match the students' needs.

Using students' learning rates over time and level of performance to make important educational decisions. Interventions are timely, diagnostic, intensive, systemic and targeted.

So, Why Do We Have It? What Next?

Sometimes in education when we use an acronym over and over again, we forget what it stands for. If we “unpack” the acronym RTI, we remember that it stands for ***Response. To.***

Intervention. Simply stated, RTI is a system we put in place to help students who are not responding to typical classroom learning, either behaviorally or academically.

- Based on data and collaboration with peers, the classroom teacher will try some Tier 1 interventions; these take place in the classroom.
- If those don't see the results we are seeking, the classroom teacher will try some more Tier 1 interventions in the classroom.
- If those don't see the results we are seeking, we start to think collaboratively about Tier 2 interventions.
- These could take place in the classroom as well, and may start enlisting some additional supports.(See appendix A)
- If those don't see the results we are seeking, we collaboratively try some different Tier 2 interventions.
- If those still are not showing results, we start to consider Tier 3 interventions. At this point in the process, we engage in dialogue with members of the Special Education Team.
- As we travel up the tiers, the numbers of students should be small. Research shows that typically about 80% of our students should be successful experiencing typical research based classroom teaching and learning. About 15% of our students will need the additional layer of Tier 2 support and about 5% of our students will need a Tier 3 intervention to experience success in school. (pg 8)
- It is our obligation to exhaust all of the options and interventions before we begin a special education referral. Because we will have done our work well, and in a thoughtful and thorough manner, it should be very clear, with data to support us, that the student has a barrier to learning that cannot be addressed using typical supports. (pg 9)

Special Education Referrals

Special Education referrals will be made as a result of the RTI process, as appropriate. Each student is unique and individual situations will dictate next steps. Exceptions to the referral timeline will be made for “extreme” situations that may require immediate attention (see graphic on page 8). As a student is moving from Tier 2 to Tier 3 within the RTI process, discussion between the student’s regular education team and special education staff will begin regarding next steps. The RTI Team will be responsible for requesting a special education referral.

Importance of Growth Mindset

“In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015)

As with all endeavors, a growth mindset will be essential to make forward motion together. This process will feel unfamiliar to some, uncomfortable to some, and just plain annoying and “unnecessary” to some. All of that being said, we need to row in the same direction, to make small incremental growth for and with students.

Approaching this with a growth mindset, and a spirit of collaboration will allow our students to experience the greatest success possible.

Why are we doing it this way? Why this approach? Why have RTI at all?

Under RTI, schools will consider most students for special education services only after the students have not responded to a series of timely, systematic, increasingly focused and intensive research-based interventions, which are the responsibility of the regular education program.

Expectations /Roles and Responsibilities

Administrators will support instructional staff in this vital work. S/he will assist with brainstorming and implementing plans. S/he will assist with parent communication as necessary, and will champion the work. The administrator will work alongside his/her colleagues to remove any barriers to the process. The administrator will establish and uphold any schoolwide Tier 1 interventions.

Teachers: The classroom teacher, is truly the person who knows the student best in the school environment, and has the most influence regarding the success of the student. Research has repeatedly shown that the greatest single influence on the success of students is the classroom teacher. Your voice at the table matters dramatically in the solution and in many cases you are going to be the solution.

Interventionist/Student-Centered Coaches:

Will work alongside teachers to accomplish the following:

- Identify a struggling student
- Communicate with parent/guardian regarding the student struggle-with the goal of obtaining further information about the student
- Identify Research-Based, relevant Tier 1 interventions
- Set a goal for the student (academic or behavioral)
- Collect data on the efficacy of the Tier 1 interventions over time
- Review the success of the Tier 1 interventions over a minimum of 4-6 weeks
- Complete this cycle at least twice
- (as necessary) Identify Research Based, relevant Tier 2 interventions
- Collect data on the efficacy of the Tier 2 interventions over time
- Review the success of the Tier 2 interventions over time
- Complete this cycle at least twice
- Engage in dialogue alongside members of the Special Education team, regarding Tier 3 interventions and create a plan for the student
- Work 1:1/small group/push in or pull out with students as deemed necessary to increase the likelihood of the student being successful
- Engage in coaching cycle with classroom teachers to identify a need, collect data, create a plan, and celebrate success(see Appendix D)

Parent/Guardian

Will work as a team member to increase the likelihood of the student experiencing success in school. To keep lines of communication open with the school, and provide information that will help understand the child. (See Appendix C)

Special Education

Will provide research-based resources and strategies as they relate to helping individual students. Will review and consider special education referrals. Will provide information to the RTI team as to what would be necessary data to complete a special education referral. Will engage with the RTI team as a student is being recommended for Tier 3 interventions to help determine next steps. Will work with the RTI team in extreme situations to move a student quickly through the process.

Regular Education Ed Techs

Will support classroom teachers in the implementation of Tier 1 and 2 strategies in the classroom. To assist in the collection of data upon request.

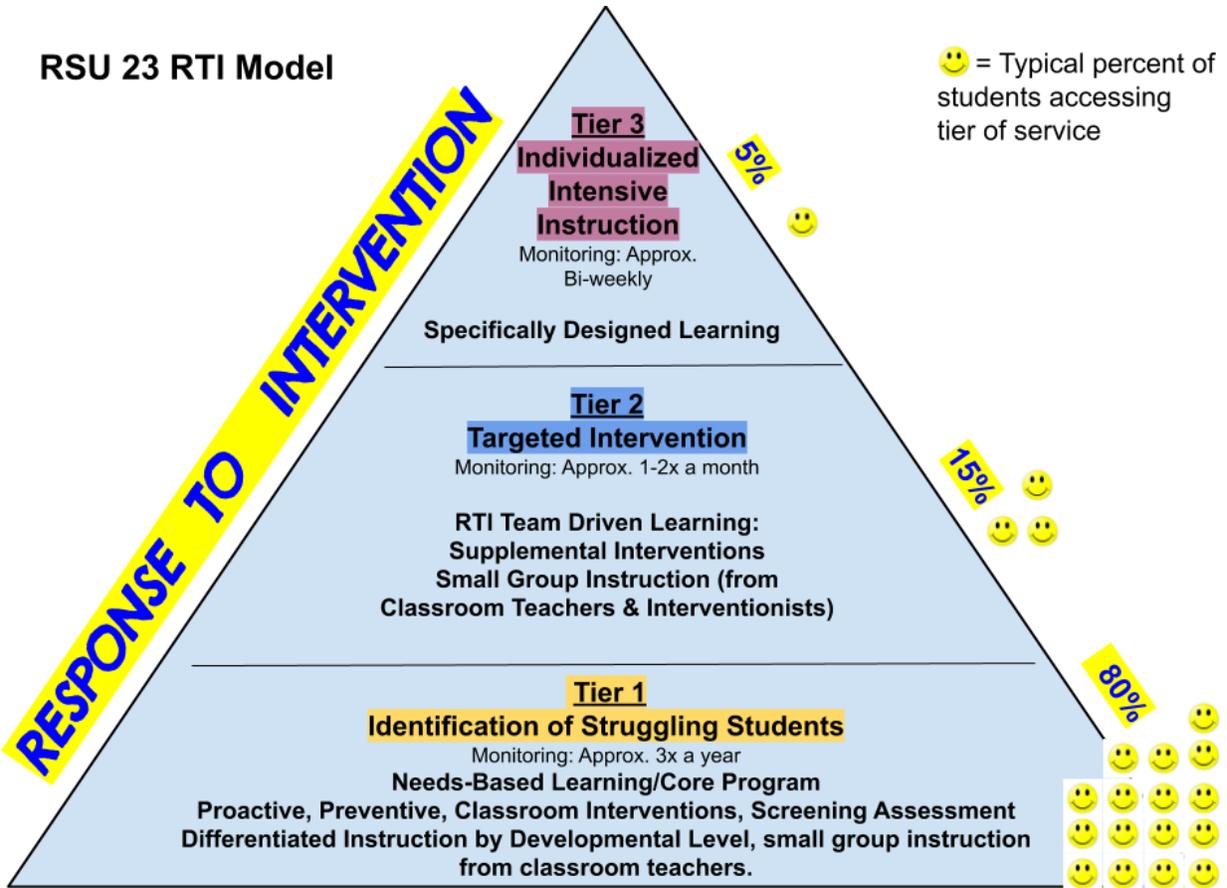
Student Services Team

Help create and facilitate the development of a cohesive student action plan, communicate with the parent.

Student

Will participate willingly in plans that are created. Will give input into the plan as is appropriate.

RSU 23 RTI Model



EXAMPLES OF INTERVENTIONS

Tier 3 Interventions

Tier 3 is more explicit, focuses on remediation of skills, is provided for a longer duration of time and occurs individually.

Examples including but not limited to:

- Individual behavior check-ins
- Individual counseling
- ELL services
- Read 180

Tier 2 Interventions

Examples including but not limited to:

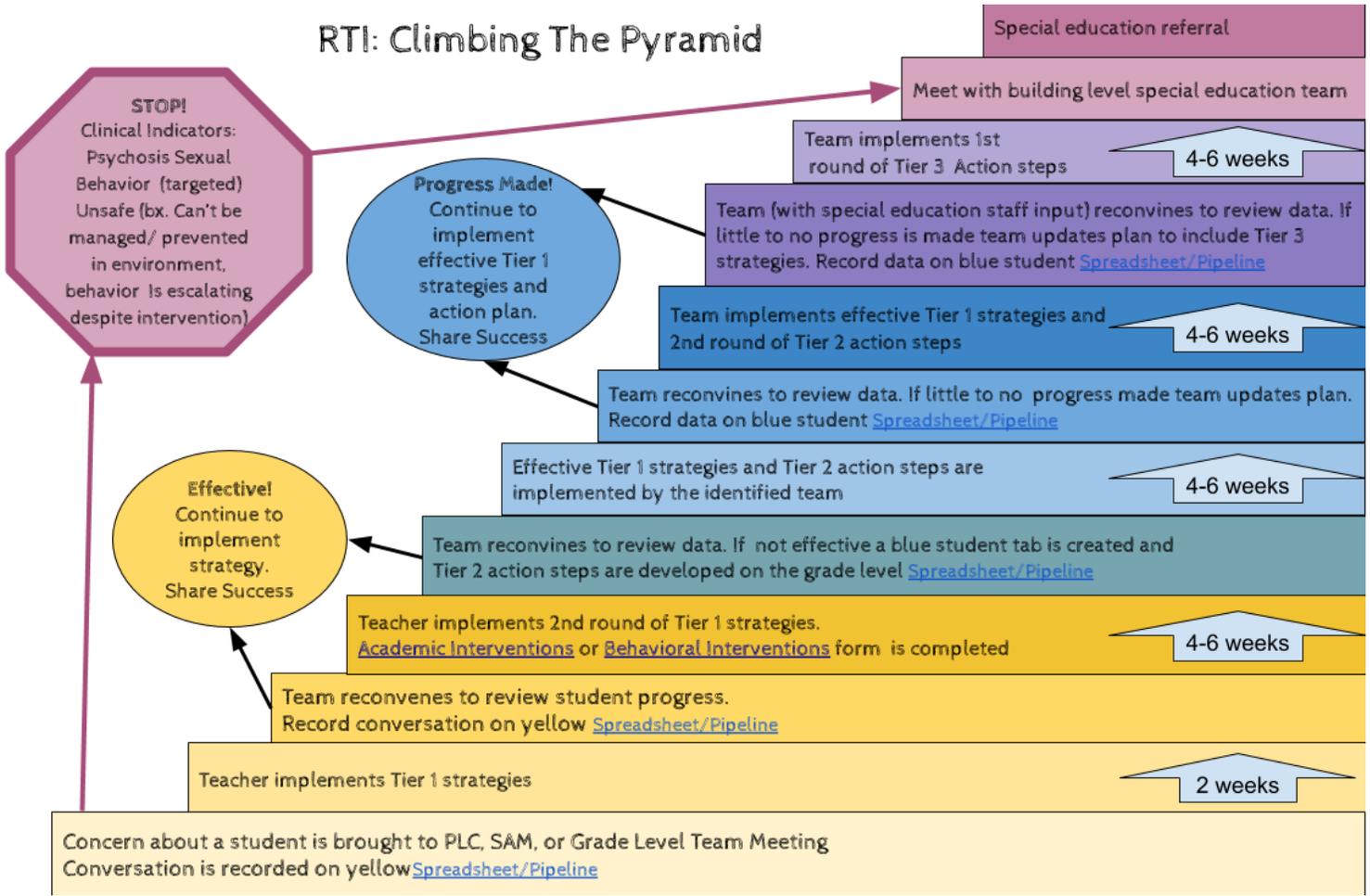
- ★ Classroom Teacher small groups for targeted skills
- ★ RTI pull out for targeted skills
- ★ SLCs with a skill focus
- ★ Behavior Charts
- ★ Pencil grips
- ★ Slant boards
- ★ ELL services

Tier 1 Interventions

Examples including but not limited to:

- ❑ Preferential seating/Proximity
- ❑ Private work space/Headphones
- ❑ Motor breaks, fidgets, chair balls, standing
- ❑ Peer helper, volunteer
- ❑ Positive feedback for students & families
- ❑ Discuss strategies for student at Grade Level Meetings
- ❑ Adjust expectations until student is more confident
- ❑ Read, repeat and rephrase directions
- ❑ Frequent check ins for understanding
- ❑ Technology assistance
- ❑ Differentiated materials
- ❑ Extended time for assignments
- ❑ Alternative assessments
- ❑ RTI push in for a targeted skill

RTI: Climbing The Pyramid



[Spreadsheet/Pipeline](#)
[Academic Interventions](#)
[Behavioral Interventions](#)

There are people and structures in each building that will shepherd this work and keep it on track. Additionally, all RSU 23 schools will follow a similar process to identify and meet the needs of students in need of RTI services.

People:

JES:

Student Support Team
Interventionists

LMS:

Student Support Team
Interventionists

OOBHS:

Administration
Social Worker
Guidance

Structures:

JES:

- PLC
- WIN
- Student Centered Coaching

LMS:

- SAM
- WIN*
- Student Centered Coaching

OOBHS:

- Grade Level Team Meetings
- CLB**
- Supported Study***
- Student Centered Coaching

**A note about WIN time:*

WIN stands for What I Need.

This learning block needs to be held sacred for a time of the day for students to get their individual learning needs met. It might look like any of the following things:

- grouping and regrouping in your classroom based on skill needs and "stretch"
- grouping and regrouping across a grade level or levels based on data showing needs and "stretch"
- skill work in each room
- an opportunity for a teacher to reteach a mini lesson on a skill that may have been missed by a whole class or a subset of students

What WIN time is NOT for is:

- New content learning that may have students getting further behind
- Extra prep time for teachers
- an activity that should be otherwise scheduled during instructional time such as reading out loud or something else that can't be modified and/or is not supplemental

***A note About CLB*

CLB stands for customized learning block. This learning block is utilized for students to access additional support and enrichment opportunities. Teachers will pull specific students as needed for targeted support and enrichment. Students can also request appointments. CLB teachers act as advisors every Monday to ensure students are scheduled appropriately to the necessary content teachers each week.

******A note about Supported Study***

Supported Study is a Tier 2 intervention and small group study hall class in which students are enrolled based on teacher/guidance referral during which time students develop executive functioning skills and receive targeted support from the supported study teacher in order to maximize student success and academic progress.

RTI Process:

There will be a common RTI Process across RSU 23. While things might have slightly different names in each building, the intent and purpose of the process will be the same. Schoolwide, each school has a PBIS model that is developmentally appropriate for the students.

As a district we engage in the process of Universal Screening

At **JES**, the **STAR Matrix** is in effect with common, transparent and taught expectations across the student body. Rubrics exist to allow a common understanding of these behavioral expectations. Additionally there is WIN time for all students for a half hour a day.

At **LMS**, the **3 SEAs, as well as the 3 Rs** are in effect. Common behavioral expectations have been developed for each area of the building. Additionally, Grades 6-8 use HOWLs to track student readiness to learn. Expectations for learning habits are transparent, taught, and assessed regularly. Additionally, there is WIN time for all students for a half hour a day.

At **OOBHS**, the **3 R's** are in effect and expected of all students (Respect for Self, Respect for others, respect for the environment.) Additionally there is CLB and supported study that students can access for additional academic support.

Glossary of Terms

Academic Intervention

An **academic intervention** is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings (Wright, 2012). An **academic intervention** is not an accommodation.(Special Education)

Assessments

The evaluation or estimation of the nature, quality, or ability of someone or something.

Behavioral Intervention

Research-Based Positive Behavior intervention plans can help prevent/shape behavior problems by addressing their cause. Interventions can take many forms, including reinforcement systems for good behavior.

CLB

Customized Learning Block is a period of time at the end of the day for OOBHS students where all teachers are available for additional support.

Data Based and Data Driven Decision Making

A continuous process of regularly collecting, summarizing and analyzing information to guide development, implementation and evaluation of an action. Most importantly, this process is used to answer important questions.

Formative Assessment

Classroom and curricular evaluations used to monitor student progress toward learning outcomes and to inform instructional decision making.

Goal Driven Work

Grade-Level Team Meeting

A regular meeting of all teachers in a grade level @ OOBHS to discuss and problem solve learning concerns.

Interventionist

A staff member @ RSU 23 that works meet the needs of students using the RTI process.. They may employ several approaches such as push-in services and pull-out services.

Multiple Pathways

The recognition that students learn differently from each other and that there is no one approach to either instruction or assessment that will reach every student successfully. Teachers need to be aware of the variety of learning needs of their students and adjust both instruction and assessment accordingly, to allow the maximum number of students to achieve success.

PBIS (Positive Behavior Interventions and Supports)

Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

Problem-Solving approach

Assumes no given intervention will be effective for all students and is sensitive to individual student differences; **Define the problem. Look at potential causes for the problem. Identify alternatives for approaches to resolve the problem. Select an approach to resolve the problem. Set a goal for what success will look like and Plan the implementation of the best alternative (this is your action plan)**

Success of this model depends on the fidelity of the implementation of interventions.

Progress Monitoring

Is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Progress monitoring should occur roughly every 4-6 weeks.

PLC

Professional Learning Communities are a group of teachers at Jameson Elementary School that meet regularly to problem solve issues around learning.

Pyramid of Interventions

A series of increasingly intense interventions to address students who are struggling emotionally or academically.

Research Based Instruction

Scientific research gathers information about significant questions; uses objective methods that involve reliable and valid observations and measurements; and meets rigorous standards of peer review.

RTI

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

SAM

Student Advocate Meetings are grade-level staffings at Loranger Memorial School in order to problem solve around the needs of students, both academically and emotionally.

Scaffolding

a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

SEL

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Student Centered Coaching

A methodology of coaching instructional staff that is data and outcome based, and derived from an observed student learning need. The staff member requests a coaching cycle and obtains a thinking partner to improve outcomes for their students.

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

Systemic Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer the stated research questions, test hypotheses, and evaluate outcomes.

Tier 1 Intervention

RTI Tier 1 interventions are the “first line of defense” for supporting students both behaviorally and academically. Response to Intervention (RTI) was designed to help prevent students from needing special education assistance. Tier 1 instruction is delivered to the whole class.

Assessments monitor progress of students.

Tier 2 Intervention

Tier 2 interventions are the additional programs and strategies provided to students who require support in addition to universal support. The purpose of tier 2 interventions is to reduce the risk of academic or behavior problems. Enrolling a student in a Tier 2 intervention, does not mean that Tier 1 interventions cease to exist.

Tier 3 Intervention

Academic/Behavioral intervention characterized by increased length, frequency and duration of implementation and administered to students significantly below grade level, re: educationally or socially important questions. Enrolling a student in Tier 3 intervention does not mean that Tier 1 and 2 interventions cease to exist.

Universal Design

Based on the three neurological networks, UDL's three principles are:

- Multiple means of representation-give learners various ways of acquiring information and knowledge
- Multiple means of expression-provide learners alternatives for demonstrating what they know
- Multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation

Universal Screening

Is the process of providing a brief assessment to all students to identify those who may experience lower than expected academic outcomes

WIN

'What I need' is a block in the academic day at Jameson Elementary and Loranger Memorial that allows teachers and students to focus on what students most need to make academic and emotional progress toward success. Students will be grouped and regrouped during this time in order to maximize the availability of staff and students to best personalize the approach.

Appendix A
Forms

1. [Spreadsheet/Pipeline](#)
2. [RTI Behavioral Interventions](#)
3. [RTI Academic Interventions](#)

Appendix B
Exemplar pre-populated forms

[Tier 1 Intervention Notes \(Example \)](#)

Appendix C
Sample Parent Letter
<Date>

Dear <Parents/Guardians>:

<School Name> is proudly supporting students using Response-to-Intervention (RTI). <First Name> has been referred to the Student Support Team by one of <his/her> educators, as needing extra support. In an effort to provide this support, we are beginning the RTI process and want you to be involved.

You are invited to participate in a problem-solving discussion for <first name>. The next step in our process will be meeting as a Student Support Team to share concerns and determine what interventions and supports may work best for <him/her>.

You are invited to attend <First Name>'s Student Support Team meeting on: <Meeting Date and Time>

As an expert on your child, we need your help gathering information about <First Name> to help us prepare for the meeting.

We look forward to your participation in helping us develop a plan to support <First Name>. If you are unable to attend the scheduled meeting, in person or by phone, we will provide you with a letter detailing our action plan.

Sincerely,

Principal's Name

Appendix D

Resources/Links

1. [Tier 1 Intervention Strategies](#)
2. [Right Now Resources!](#)
3. [Behavioral Resources](#)