

Response to Intervention

RtI/

MTSS

Multi-Tiered System of Supports

Richland County Community Unit School District #1

Rationale

Richland County CUSD#1 strives to meet the needs of our students by implementing best practices. According to the Illinois State Personnel Development Grant website, Response to Intervention (Rtl), also known as a multi-tiered system of supports (MTSS), is an approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant, and durable for all students, families, and educators. Rtl/MTSS involves an education process that matches research/evidence-based instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions. Rtl/MTSS is also a process designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. Use of an Rtl/MTSS process can help avoid a “wait to fail” situation because students get help promptly within the general education environment.

Rtl/MTSS has three important parts:

1. A multi-tiered system of curriculum, instruction, assessment, and interventions;
2. Using a problem solving method for decision making at each tier, and
3. Using data to inform instruction at each tier.

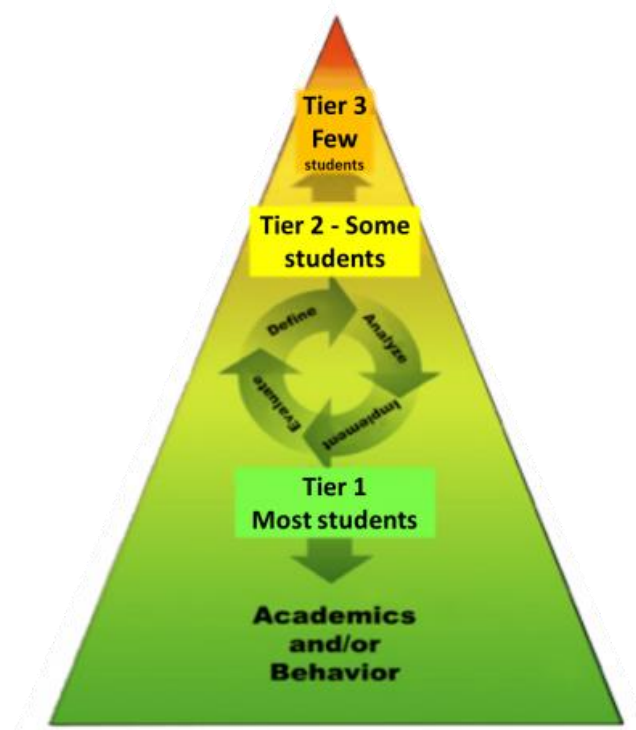
In an Rtl/MTSS framework, resources are allocated in accordance with students' needs. This framework is usually shown as a multi-tiered model like the one shown and involves more and more intense instruction and interventions across the tiers. The level of intensity of instruction and interventions a student receives is determined by how he or she responds to the instruction and/or intervention.

- Tier 1 is the foundation. This is the instruction that all students receive in the general education classroom with their general education teacher. It is called Tier 1 instruction or core instruction. At Tier 1, teachers *differentiate* instruction by proactively planning and implementing a variety of instructional methods matched to varying student skill needs within the classroom.
- Tier 2 involves supplemental interventions that are provided with an increased level of intensity *in addition to core instruction* for small groups of students who show some risk of not meeting grade level standards. Tier 2 interventions usually involve additional practice and skill building.
- Tier 3 involves providing interventions for a smaller group of students with the highest level of need. Such interventions are provided at a higher level of intensity in comparison to Tier 2 and are also *in addition to core instruction*. Tier 3 interventions are tailored specifically to meet the needs of each student.

Students may move fluidly among the tiers as a result of their response to instruction and interventions. A student can move from Tier I to Tier II and back to Tier I within a relatively short period of time. It is also important that students receive the types and levels of interventions needed in a timely manner. Accordingly, movement across the tiers is not necessarily sequential. For example, a student with significant gaps in performance may immediately require intensive Tier 3 interventions and would,

therefore, not receive Tier 2 interventions prior to Tier 3.

Multi-Tier Model Representation



Roles and Responsibilities

District Office

- Provide tangible professional development, resources, and materials
- Coordinate and assist in data analysis
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention and benchmark assessment

Building Principals and Assistant Principals

- Schedule and delegate responsibilities
- Set dates for meetings
- Communicate to teachers, families, participants
- Support implementation
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention
- Provide and facilitate professional development, resources, and materials
- Ensure fidelity of instruction
- Coordinate and assist in data analysis
- Organize the building team

Classroom Teachers (General Education)

- Implement research and evidence based instruction, curriculum, and interventions
- Differentiate levels of instruction
- Initiate and maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier 2 and Tier 3 assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop and document a plan using the Skyward Student Management program that details specific interventions to address goals and determine how the student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders, especially parents and students
- Problem-solve with principal and School RtI/MTSS Team regarding case-by-case questions as they arise
- Contact parents as students move into or out of Tier 3 supports

School Social Workers, Title I Teachers, Special Education Teachers and Administrators, and Psychologists

- Communicate and collaborate with teachers and administrators to disaggregate student data
- Function as a resource for student interventions at all levels
- Participate in Tier 3 problem solving, determining and providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the RtI/MTSS process as needed
- Communicate and collaborate with all appropriate stakeholders

Other Certified & Support Staff

- Communicate and collaborate with all appropriate stakeholders
- Support the RtI/MTSS process as assigned
- Provide interventions for students and progress monitoring as appropriate

Building Teams

- Establish a structure of implementation of the tiers at each site
- Support respective school staff with implementation
- Analyze fall, winter, and spring universal screener implementation and school-wide data
- Ensure the fidelity of the implementation

Parents

- Be an active participant in the meetings
- Be involved in the data sharing and decision-making
- Support their child(ren) at home with any interventions that have a home component
- Ask questions; express concerns and offer suggestions

Universal Screening

The term universal screening applies to a process that is short, quick and easy-to-administer probes that are aligned to the curriculum and measures specific skills a student has achieved. The process of

universal screening should occur not less than three times a year. Administration dates will be determined using the guidelines of the chosen screening instrument for each building. The data should be used for making curriculum decisions, determining curriculum fidelity, and informing instruction for students.

Assessments for the purposes of screening/benchmarking for RCCU#1:

- Building principals and RtI/MTSS team will determine test administration dates each year.
- Elementary School, Middle School, and High School students will be screened using STAR360 for the areas of reading and mathematics.

Data Entry Schedule

All benchmark/screening data not electronically administered shall be entered within one week of test administration. This might include AIMSweb tests for Tier 3 students.

Procedures to Identify Tier 1, Tier 2, and Tier 3 Students

Students receiving scores below the target scores on benchmarking/screening assessments, not meeting grade level or classroom expectations, or not meeting behavior expectations for the classroom or school will be considered for RtI/MTSS Tier 2 or Tier 3 Watch Lists. These students will be eligible to receive interventions and regular progress monitoring (by the assigned interventionist). Interventions can be provided by the classroom teacher and/or other interventionists. Students (age-appropriate) and parents will be informed for Tier 3 placements. The RtI/MTSS Coordinator and Building Principal will take responsibility for parent notification.

Tier 3 Students

- 12th Grade students (seniors) will be monitored through use of the “Critical Seniors” list compiled by the high school guidance office. Considerations will include: grades, credits earned, attendance, and office referrals.
- The high school and middle school will consider universal screening instrument data, progress monitoring data, classroom grades, attendance, and discipline data to determine need for Tier 3 interventions. The elementary school will also consider other relevant information to determine need for Tier 3 interventions (i.e. reading level) .
- The list of Tier 3 students will be developed through the analysis of data during school level RtI/MTSS meetings. The principal will be responsible for gathering data, or assigning a team member to compile data, before the meeting date. Meetings will occur not less than once per quarter/trimester.
- The school RtI/MTSS team will determine which intervention and interventionist will work with the student. Interventions will be chosen from the approved research-based options for each building.
- Interventions will be provided in addition to classroom learning. The high school will provide Tier 3 interventions during 5th Block. The middle school will provide Tier 3 interventions during X-Block and during RtI Math or Language Arts Pullout blocks. The elementary school will provide Tier 3 Interventions within the daily schedule.
- Tier 3 students will be progress monitored on a weekly or every other week basis.

- Tier 3 interventions vary from building to building.
- Parent contacts by teachers, counselors, or administrators should be documented.
- Interventions are to be entered on the Skyward Student Management program as initiated and “closed” as discontinued each quarter/trimester/as appropriate. (**Attachment 1** for procedures to enter information onto the Skyward program). Classroom teachers and interventionists will take responsibility for this task.

Tier 2 Students

Students who do not qualify for Tier 3 interventions, but are not successful in the classroom setting, who have scored below standards on benchmarking assessments, and/or are not meeting behavioral expectations might be considered Tier 2 students.

- Tier 2 students will receive interventions and regular progress monitoring (not less than three times per quarter or trimester, administered by the staff member providing the intervention).
- Interventions will be provided by classroom teachers, and/or interventionists.
- Tier 2 interventions vary from building to building.
- Interventions are to be entered on the Skyward Student Management program as initiated and “closed” as discontinued each quarter/trimester/as appropriate. (**Attachment 1** for procedures to enter information onto the Skyward program).

Research/Evidence Based Interventions

An evidence-based intervention is an intervention that proves to be effective for the majority of the students for which it is used.

Interventions for RCCU#1 vary by building.

Progress Monitoring

- Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.
- To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis. Tier 3 students will be progress monitored weekly, or every other week. Tier 2 students will be progress monitored not less than three times per quarter or trimester. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual student's learning needs.
- The progress monitoring tool used by RCCU #1 will be the STAR360 program.
- Progress monitoring data will be reviewed periodically by the School RtI/MTSS team and adjustments to the child's interventions will be made accordingly. When the School RtI/MTSS

team has exhausted its resources for a child, the District Special Needs Coordinator will be invited to collaborate to provide the next level of support.

Problem Solving/Referral Process

There are many reasons for learning problems in the classroom. It is essential to have a plan for studying children systematically before referring them for intensive evaluations. The Problem Solving Process emphasizes a preventative approach with research/evidence-based interventions to help students who are experiencing difficulty. Prior to referring a child for a Case Study Evaluation, this process allows for the use of collaborative problem solving in developing alternative research/evidence-based intervention strategies for use in the school setting in order to increase student performance. The process takes advantage of existing professional skills and helps to address problems that may be related to factors other than disability conditions. This model is consistent with Federal and State mandates. The purpose of this problem solving process is to expand available assistance to students in the regular classroom in a timely manner, not to deny needed services. It is required that there be dated and documented evidence of intensive interventions that are research/evidenced-based and data driven indicating a discrepancy from the peer group performance. The results of these interventions should be used as the basis for making decisions regarding further educational interventions and/or establishing the need for initiating a referral for consideration of a Case Study Evaluation.

RCCU#1 Referral Process

The Classroom Teacher, Rtl/MTSS Coordinator, Building Principal, and the Special Needs Coordinator will meet to review the student data. If a referral is warranted, the classroom teacher will obtain a referral cover sheet from the Special Needs Coordinator and begin to complete the referral information. The remainder of the documents to be completed requires the teacher to provide information regarding the student's skill levels in all areas of academics, communication, social/emotional skills, motor skills, attention, work completion, and interventions and progress monitoring information. Documents are listed on the table that begins on page 8 and can be accessed via the "S-Drive" at RCES, and from Special Education Teachers or Rtl/MTSS Coordinators at RCMS and RCHS. Parents should be informed throughout the process.

1. Individualized Education Plan (IEP) Referral

When a student is referred for special education services, the student has been receiving TIER III academic or behavioral services and has been discussed or problem-solved on a regular basis by the Response to Intervention (Rtl)/Multi-Tiered System of Supports (MTSS) team. With parental consent, a special education teacher may observe the student using a systematic observation tool such as the Behavioral Observation of Students in School (B.O.S.S.) and/or administer an achievement assessment for additional data. Throughout the Rtl process, the Rtl team may suggest different interventions or strategies to the classroom teacher(s). If the recently gathered data does not signify a concern or if the student responds positively to a suggested intervention then a referral is not warranted. However, if the intervention is implemented and the student continues to display difficulty succeeding in the classroom and the data indicates lack of progress then a referral process begins. Next, the teachers complete a

referral packet and the special needs administrator schedules a domain meeting. The special needs administrator invites various school personnel depending upon the area(s) of concern. Required team members include the parents, Local Educational Agency (LEA), School Psychologist, General Education Teacher and a Special Education Teacher. At the domain meeting it is determined if a case study is needed to determine special education eligibility. If evaluations were requested and determined appropriate then the various personnel complete their evaluations, upon parental consent, and then the team reconvenes for an eligibility conference (within 60 school days). An Individualized Education Plan (IEP) is then developed to target the identified areas of delay if found eligible for special education services. The parent must provide consent for initial special education services.

2. **504 Referral**

Section 504 is a federal law designed to protect the rights of individuals with disabilities. We have the responsibility as a school district to identify, evaluate and if the student is determined to be eligible under Section 504, provide appropriate educational accommodations through a written plan. Therefore, if a concern is made by a parent, teacher, counselor, principal, or nurse a Section 504 referral is made to the special needs administrator. A referral for Section 504 evaluation is scheduled and completed with such team members as the parents, teachers, principal and school nurse. If an evaluation is deemed appropriate then consent is gathered from the parent. An evaluation may consist of interviews with the parent or student, rating scales, observational data, teacher records, standardized assessment, medical reports, record review, etc. The special needs administrator will then schedule a multidisciplinary Section 504 eligibility conference in which eligibility will be determined. In order to determine that a student is eligible under Section 504, the evaluation team must conclude that the student has a physical or mental disability that substantially limits a major life activity, and is in need of accommodations or adaptations within the educational setting. The Section 504 team writes an eligibility statement that clearly states the reasoning leading to the eligibility conclusion. A Section 504 accommodation plan is then developed by the team.

Referral Packet Documents

Name of Document	Form	Details	Who?
Benchmark Data	A		Classroom Teacher
Determinant Factors Checklist	B	core curriculum information	Provided by Building Principal
Student Observations	C		Special Education Teacher, Rtl/MTSS Coordinator, Building Principal
Vision/hearing/physical impairment report	D		School Nurse
Transcripts, permanent records, current attendance, current disciplinary reports, current grades , previous case study evaluations	E-Attach these documents as Form E.	Child's permanent file, school office/secretary, Special Needs Office	Classroom Teacher
Consideration of Other Factors	F	Environmental, Language, Cultural, Economic	Classroom Teacher
Complete Intervention Plan	G	reading, math, writing	Classroom Teacher, Interventionist
Complete Intervention Log	H		Classroom Teacher, Interventionist
Complete Intervention Fidelity Observation	I		Rtl Coach, Building Principal
Complete Progress Monitoring Data	J		Classroom Teacher, Interventionist
Classroom Accommodations/Strategies	K	Differentiation strategies used in the classroom	Classroom Teacher

The documentation for the referral packet should be completed within 10 days of receipt, then returned to the building principal or Rtl/MTSS Coordinator for review. The referral is then forwarded to the Special Needs Coordinator who schedules a domain meeting.

