



Response to Intervention (RTI)

Manual 2024-2025

This Manual is intended to serve as a guide for the Roseville Community Charter School as we implement the Tiered Approach of Intervention for Academics and Behavior.

Approved 9/2019

Introduction

Response to Intervention (RTI) models were initially established to address the growing concerns that some students were being misidentified as learning disabled when in some cases, the pace or style of instruction was mismatched to students' learning needs. The Individuals with Disabilities Education Act (IDEA) 2004 has authorized local education agencies to use Response to Intervention "RTI" models. RTI further builds on the requirements of the No Child Left Behind (NCLB) Act. The disproportionate number of minority students in special education also raised concerns. To address these issues, alternative models (such as RTI) were introduced and incorporated into federal legislation.

RTI is designed to accomplish three important goals:

- 1) Ensure all students receive research-based instruction;**
- 2) Provide progress monitoring tools that will be utilized in making data-based decisions in terms of interventions and modifications; and**
- 3) Provide a more practical method of identifying students with special learning needs.**

Source: IDEA (2004, 2005). Proposed Regulations from US Department of Education (§ 300.307)

Guiding Principles

Core Beliefs

- □ ALL children can learn.
- □ Discovering keys to each child's academic success is our duty.
- □ Collaborating efforts to engage each student in relevant and rigorous

tasks will prevent undesirable behavior.

- □ We are ALL part of the solution.

RTI Mission Statement:

Roseville Community Charter School is committed to creating a tiered process for all students with academic and behavioral needs. The idea of RTI is to catch learners when they begin to struggle. This process, based on scientific research, will be a safety net for all at-risk learners; thereby assuring that all students achieve their maximum potential through collaborative, supportive and continuous efforts of all stakeholders. The RTI tiered process will occur through the I & RS Committee.

Response to Intervention Key Terms

Response to Intervention (RTI): is the practice of providing high-quality instruction, universal screening and intervention that is matched to student needs. This requires using data trends of learning over time and level of performance to make important educational decisions about learning and behavior management.

Tier I or Core Instruction: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier II or Supplemental Instruction: Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. Students receiving this level of instruction should meet educational benchmarks.

Tier III or Targeted Instruction: Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier 2 to meet educational benchmarks.

Screening: a quick and simple assessment of key indicators of performance in a particular area (i.e. reading) considered to be predictive of more complex performance in that area (**Universal screening = for all students.**)

Progress monitoring: an assessment of rate of improvement compared to benchmarks. It is frequent comparison of current performance to desired performance over a specified period of time, used to analyze response to an intervention; sensitive to small changes in student performance; and, relatively quick and simple to carry out.

Intervention: the systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of student need.

(It must be research-based and implemented with fidelity and integrity (meaning that we use the intervention in the way it was designed to be used, including delivery and length of intervention)).

Formative Assessment: a range of formal and informal assessment procedures employed by teachers during the learning process, to modify teaching and learning activities to improve student achievement. It typically involves qualitative feedback (rather than scores) for both the student and teacher, which focuses on the details of content and performance.

Summative Assessment: refers to the assessment of the learning; and summarizes the development of learners at a particular time.

RTI Problem-Solving Team: (I&RS) A local, multi-disciplinary school team that is designed to determine targeted skill deficits and interventions at Tier 3. Grade level teams handle Problem-Solving at Tier 1 and Tier 2.

Frequently Asked Questions

Is Tier I different from what I teach daily?

Tier I is the same as daily classroom instruction. Tier I assumes that differentiated instruction is occurring in your class and that flexible grouping is practiced in your instruction on a regular basis. ALL students in the classroom participate in universal screenings to identify students who may be at risk academically or behaviorally. There should be multiple formative assessments, multiple means for a student to demonstrate their learning, and multiple means of delivering instruction to the child.

What is Tier II and what are the time recommendations?

Tier II is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** in small groups of no more than five students. The supplemental instruction is provided to students with similar academic and/or behavioral needs **at least 30 minutes per day, at least three days per week**. The measure of success at Tier II is that the student is making progress toward closing the academic and/or behavioral gap. Tier II may be repeated several times consecutively or repeated in staggered time periods.

How do I determine which students receive Tier II or Tier III intervention?

If students are not responding to intensive, supplemental instruction, the student should be discussed among the RTI Problem-Solving Team to determine if the student is making progress toward closing the academic and/or behavioral gap. At that point the team should collectively determine if the student moves from Tier II to Tier III. **Note:** The proper documentation must be in place before a student can be moved from Tier to Tier. See Appendices for forms and protocol.

Is RTI the evaluation for determining the eligibility for special education?

No. There must still be a comprehensive evaluation to determine eligibility for special education. RTI data is an important part of the eligibility evaluation but is not the determining factor.

Is Tier III special education?

No. Tier III is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier II. This will be represented in the action plan developed through I & RS.

When is the Alternative Education (AE) appropriate to be considered as an additional option?

The AE should be considered as a Tier IV intervention for academic and/or behavioral concerns. This can only be recommended through the CST evaluation process.

Roles and Responsibilities

Principal

- Facilitate and support implementation of RTI in building
- Provide, coordinate and support continuous professional development
- Be active in RTI change process (develop building level goals for improvement)
- Conduct classroom walk-throughs to monitor fidelity
- Communicate with stakeholders involved in the process (student, parent, teacher, school personnel)

Teachers

- Be knowledgeable of curriculum and instruction in tiered interventions
- Have knowledge of assessments
- Consult with RTI Problem-Solving Team as needed (questions, protocols)
- Identify and document specific areas of skill deficit for students
- Keep ongoing records of student progress
- Be active in RTI change process
- Take part in ongoing Professional Development
- Attend I & RS committee meetings to collaborate on & monitor students
- Implement intervention using the RTI action plan for students in Tier II & III

Parents

- Provide unique input about the student
- Be an active partner in the team decisions making process
- Provide support/reinforcement at home if appropriate

What is Tier I? Academic Intervention

- □ Tier I interventions take place in the regular classroom and offer the earliest support. It is Core Classroom Curriculum.
- □ Utilizes differentiation of instruction and universal screening, formative assessment, and progress monitoring tools to make necessary decisions about student progress.
- □ Ongoing assessments are used to determine the success of instruction.

What is the protocol?

- □ Provide and implement effective, differentiated academic instruction and classroom management.
- □ Keep accurate records of student history, background, performance and current academic status.
- □ Implement point-in-time interventions based on observation and formative assessment process.
- □ If student is not showing progress, begin discussion with grade-level or content instructional-level team for alternate interventions and update the student's classroom intervention progress plan.

What is Tier I? Behavioral Intervention

- □ Tier I interventions takes place in the regular classroom and school-wide settings.
- □ Classroom management that promotes positive individual reinforcement, a safe and orderly learning environment, offers the earliest support.
- □ School-wide rules and expectations, school wide positive reinforcement systems, school wide social skills, school wide positive behavioral support system, etc.
- □ Emphasizes respectful and responsible behavior strategies by all students and supported by guidance counseling lessons that focus on social success and classroom social skills instruction.

What is the protocol?

- □ Provide and implement effective, differentiated academic instruction and classroom management.
- □ School wide and classroom expectations posted and reinforced (playground, cafeteria, transitioning in the hall, etc.).
- □ Implement and review school-wide discipline management plan (DMP) and/or classrooms expectations.

- □ If student is not showing progress, begin discussion with grade-level or content instructional-level team for alternative interventions.

What is Tier II? Academic Intervention

- □ Tier II is additional support to Tier I instruction. Group size should be no more than five (5) to six (6) students
- □ Target support around a specific need determined by diagnostic, formative assessment results and work samples.
- □ Must use progress monitoring assessments to determine intervention effectiveness.

What is the protocol?

- □ Students not showing progress with Tier I intervention receive Tier II interventions in addition to core instruction.
- □ Conduct a Problem-solving meeting with grade-level or content instructional-level teachers to determine student progress; after that is done, intervention plan is developed and implemented.
- □ Implement and review the student's intervention plan frequently.
- □ Tier II is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** in small groups of no more than five(5) students. The supplemental instruction is provided to students with similar academic and/or behavioral needs **at least thirty (30) minutes per day, at least three (3) days per week.**

What is Tier II? Behavioral Intervention

- □ Tier II is implemented when a student is non-responsive to the regular classroom rules or school-wide rules.
- □ Additional support around a specific behavioral need determined by discipline data, classroom observations, and/or teacher referral or request for support.
- □ Must use progress monitoring to determine intervention effectiveness.

What is the protocol?

- □ Students identified as non-responsive to Tier I interventions such as the DMP, receive Tier II behavior interventions in addition to what is provided in the classroom.
- □ Parent(s), school counselor, and grade-level or content instructional level RTI team should be notified.

- □ Consult with the counselor and/or mental health provider for additional interventions that can be implemented at the classroom level.
- □ Implement and review plan frequently.
- □ Tier II is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** targeting the social skill deficit with a positive replacement behavior in small groups of no more than five (5) students. The supplemental instruction is provided to students with similar social and/or behavioral needs.

What is Tier III? Academic Intervention

- □ Tier III is additional support to Tier II instruction. Group size should be no more than three (3) students.
- □ Stakeholders must use progress monitoring assessments to determine intervention effectiveness.
- □ It must identify a different method of intervention than what was provided in Tier II. Documentation of assessment results and work samples are required to determine specific area of need.
- □ Tier III is in addition and should not be scheduled during core reading or math.

What is the protocol?

- □ Students identified as non-responsive to Tier II interventions, may receive Tier III interventions. .
- □ The building level RTI team considers the case and decides whether to assign additional supports for more intensive interventions at Tier III or review and make necessary changes to the student's Tier II intervention plan.
- □ Tier III is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** in small groups of no more than three (3) students. The supplemental instruction is provided to students with similar academic and/or behavioral needs **at least thirty (30 minutes per day, at least three (3) days per week)**.
- □ If students do not show progress, the building level RTI team reconsiders the case and assigns additional support for more intensive intervention.
- □ Based on a continued lack of response, the building level RTI team may make a referral to have a student evaluated to determine if the student has a disability (Section 504 or Special Education eligibility).
- □ If interventions are successful, the case is formally exited. Student continues with Tier I Interventions.

What is Tier III? Behavioral Intervention

Tier III Behavior Intervention

- □ Tier III is implemented when a student is non-responsive to Tier II and Tier I and/or present harm to self and/or others.
- □ Additional support given to students showing a consistent behavioral and/or social skills deficit determined by discipline data, classroom observations, and/or teacher referral or request for support.
- □ Must use progress monitoring to determine intervention effectiveness.

What is the protocol?

- □ Students identified as non-responsive to Tier I and II interventions, receive Tier III (more intensive) behavior interventions in addition to what is provided in the classroom.
- □ Create a behavior plan that is individualized based on the behaviors observed. The plan must be followed for a reasonable length of time (**a minimum of nine (9) weeks to eighteen (18) weeks of intense, intervention**) for data collection and progress monitoring.
- □ Tier III is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, intervention** targeting the social skill deficit with a positive replacement behavior. Involve the counselor and/or on-site mental health provider in creating the behavior plan and assisting in targeting the social skill deficit with a positive replacement behavior.
- □ Review and/or modify the current behavior plan within the **nine (9) to eighteen (18) week** time period.
- □ If student does not show progress, additional options may be considered.

I & RS Committee Roles and Responsibilities

I & RS chairperson / case manager

This person will be responsible for establishing the days/times of the RTI meetings, notifying the committee of these events and selecting the cases for review (initial meetings and/or progress reviews). Cases will be added to the agenda once the student information (folder) is complete and the RTI chairperson has been notified.

File/Shredder

This person will be responsible for making sure that the student's school folder is at the meeting and then returned afterwards. Also, they will collect all of the student information that was distributed at the end of the meeting. This material needs to be shredded. The I & RS folder will contain the confidential information.

Note-taker / case manager

This person will fill out the initial meeting summary or the progress review summary (depending on the meeting) to document what has occurred, what is to be completed and who is responsible for the actions taken.

Time-keeper

This person is responsible for keeping track of the time and helping the moderator to be aware if the committee begins to run out of time or focuses too long on a certain case. This person can follow the steps for the initial review and progress review as a guide to determine where more or less time should take place.

Parent Liaison

This person is responsible for sending out the Notification of Intervention Activities and Screening letter and the RTI meeting summary to the parent/guardian within a week of the RTI Committee meeting. Keep the original letter and the RTI meeting summary in the student's RTI folder.

Progress Monitor

This person is responsible for checking in by visiting the classroom and/or leaving a progress monitoring form in the teacher's mailbox to check on the progress of the action plan and/or interventions. This serves two purposes: one to support the teacher and let them understand that they are not alone; second it is to ensure that the interventions are actually taking place and an attempt is being made to increase the student's ability to learn and/or learning.

Moderator

This person is responsible for guiding the meeting along and works with the timekeeper to ensure that the committee keeps its focus on "problem-solving" not problem admiring.

Problem Solving Process

Step 1

Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Step 2

Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

Step 3

Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

Step 4

Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Intervention & Referral Services Committee Meeting Notification for Staff

(Student name)

was referred to the Response to Intervention (RTI) Team on

_____.

The RTI committee will be meeting on _____(day) at
_____(time) in _____(location).

The purpose of the committee meeting will be: ☐ Initial Meeting

☐ Progress Review Meeting

☐ Other _____

Comments: _____

Date _____

Initial I & RS Committee Meeting Protocol

1. Committee members scan and review the **I & RS Student Information Folder**
2. Teacher (briefly) presents student case.
3. Committee members ask questions of the teacher and/or parents.
4. Decide whether more data is needed to determine root cause of the problem. If so, select appropriate screenings and assign observations.
5. Identify the problem using the problem-solving process (academic, behavioral, both)
6. Set goals (What do we want the student to do that he/she is not doing now?)
7. Brainstorm appropriate interventions
8. Select interventions
9. Identify person(s) responsible for implementing and monitoring interventions.
10. Set target date for progress review meeting. Be sure to allow for 30 school days for the new interventions to be in place.

I & RS Progress Review Meeting Protocol

1. Remind committee members of the area of concern for the student.
 2. Review the intervention plan in place for the student.
 3. Analyze level of performance: whether it has increased, decreased or no change. Try to be specific and describe in measurable terms.
 4. Review the results of any screenings and/or observations made. Have the person who completed these screenings enter the data on the screening checklist and/or add their observation form to the student's RTI information folder.
 5. Discuss what successes have occurred, what concerns continue to be present.
 6. Offer recommendations (continue plan, modify plan, phase out plan, address new problem, develop 504 and/or refer for formal evaluations).
 7. If plan is to be continued or revised, determine what actions must be made to implement interventions. Set goals, brainstorm and select interventions.
 8. If student is referred for formal evaluations, a referral conference must be scheduled (See your building level special education designee).
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Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

1-5%



Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%



Universal Interventions

- All students
- Preventive, proactive

80-90%



Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

1-5%



Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%



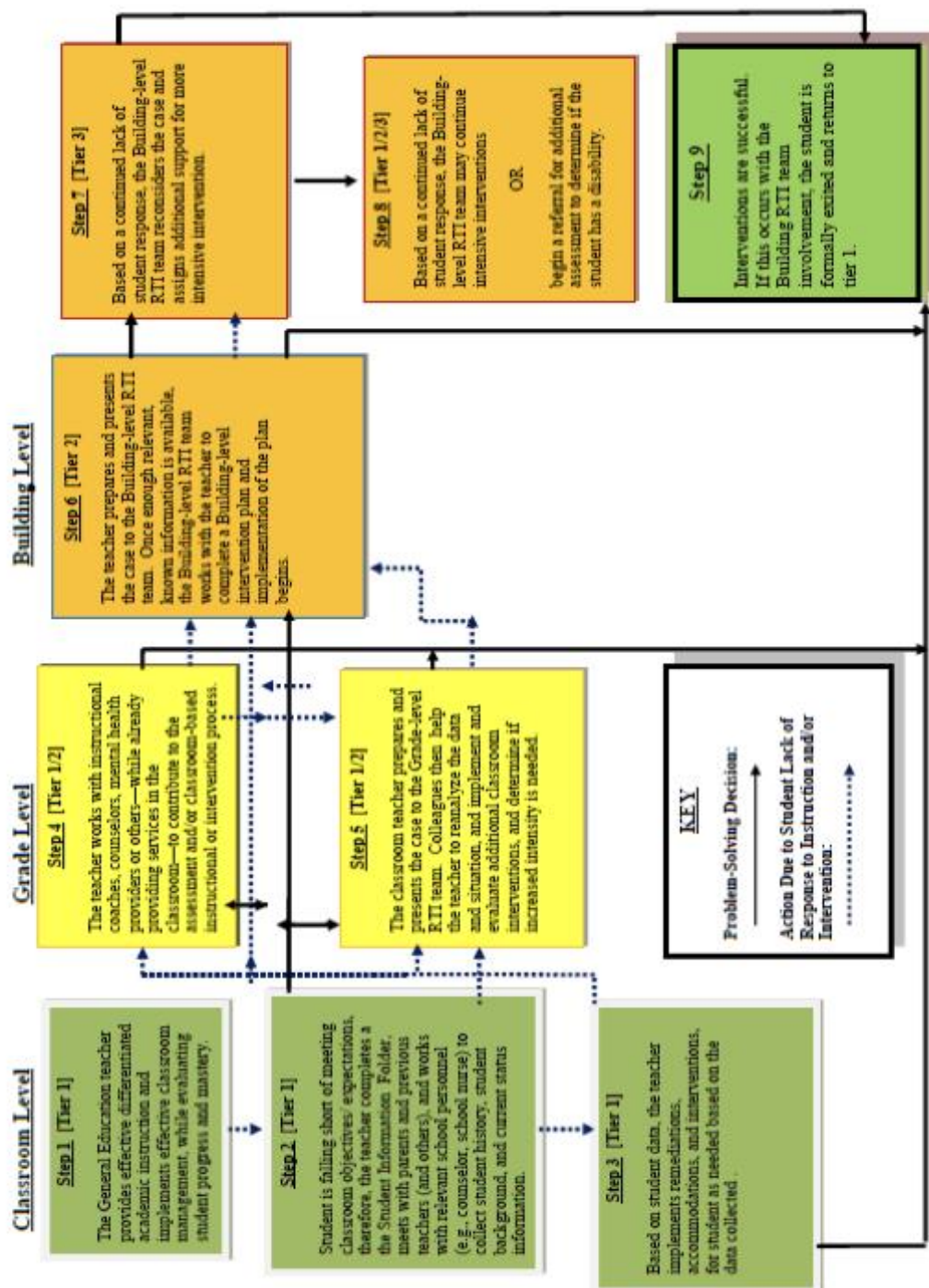
Universal Interventions

- All settings, all students
- Preventive, proactive

80-90%



PCSSD RTI Implementation Process/Flow-Chart for Schools



Initial Meeting/Recommendation Form

Student Name: _____ Birth date: _____ Student
#: _____ Referring Teacher: _____ School: _____
Tier _____ Meeting Date _____

Team Members Present:

Review of Student Information Folder

1. Date of parent notification _____ If No, why not? _____

2. Has the student received special education testing in the past? Yes / No If so, when? _____

3. Has the student received ESL services? Yes / No If so, when? _____

4. Has the student been retained in the past? Yes / No

5. Has the student been absent / tardy 10 days or more? Yes / No

6. Does the student have any health/medical concerns? Yes / No

Problem Solving Process

Attach data that may assist with the problem solving process.

1. What is the Problem? (learning and/or behavioral concern)

2. Analyze the problem. Why is the student not attaining benchmarks?

A. Review, Interview, Observe, and/or Test to obtain information (RIOT).

B. Consider the Instruction, Curriculum, Environment and the Learner (ICEL)

C. Write a Hypothesis Statement:

The problem seems to be occurring because:

If _____
would occur, then the problem would be reduced.

Yes / No Explain _____

Attach report or supporting data.

Initial Meeting Summary Sheet

Student Name:

Date of Meeting:

Date of Birth:

Teacher/Grade:

Area(s) of Concern:

Data/Evidence:

Description:

Student Information Folder Checklist

*All forms should be in the Student Information Folder

- ☐ Confidentiality Code
- ☐ I & RS Meeting Notification
- ☐ I & RS Initial Meeting Recommendation Form
- ☐ Initial Meeting Summary Sheet/Action Plan
- ☐ Student Information Folder Forms
 - ☐ Student Demographic Information
 - ☐ Student Performance
 - ☐ Screening-Progress Monitoring Worksheet
- ☐ Behavior Observation Form
 - ☐ Notification of Intervention Activity and Screening (Building Level Team)
 - ☐ Student Intervention Profile (Teacher Use)
 - ☐ Progress Review Summary Form (use each subsequent meeting)
 - ☐ Exit Plan Summary

STUDENT INFORMATION FOLDER

Demographic Information

Student Name: _____	Date Folder Created: _____
Date of Birth: _____	School: _____
Referring Teacher/Grade: _____	
Gender: ____ Race: ____ English Language Learner (circle one): Yes No Primary Language: _____	
Student lives with (circle one): Both parents Mother Father Guardian/Other: _____	
Parent/Guardian Name: _____	
Address: _____ _____	
Home Phone: _____	Cell Phone: _____
Email address: _____	

School Information

Attendance Record (please record the current year and the previous 2 years)			
School Year	Grade	Total Absences	Total Tardy

	<u>Date</u>	<u>Results</u>
Hearing Screening	_____	_____
Vision Screening	_____	_____

Has the student attended any other school? If yes, please list school(s) and dates of attendance.

Has the student been retained? If yes, which grade(s)? _____

Has the student been referred for or has any specialized services (i.e. 504 Plan, Counseling, Special Education)? If yes, please specify. _____

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