



**Guernsey-Sunrise
Elementary
MTSS/RTI Handbook**

Platte County School District #2

Table of contents

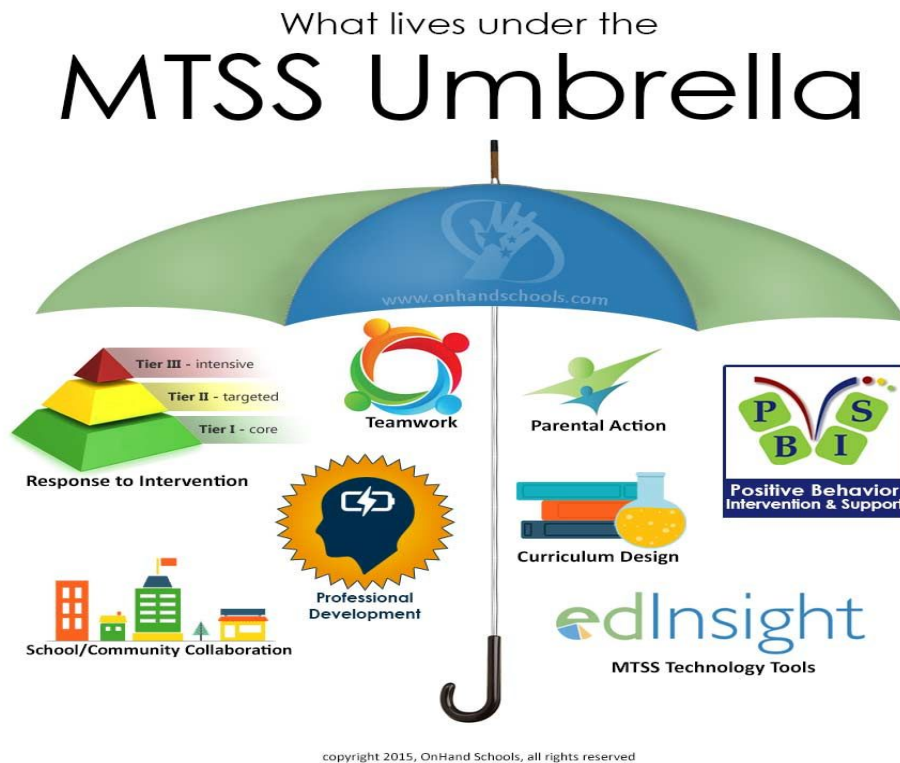
| | |
|---|-------------|
| What is MTSS and RTI? | P. 3 |
| MTSS umbrella | |
| RTI pyramid | |
| Table of differences between RTI and MTSS | |
| RTI Process | p. 5 |
| Intervention process | |
| RTI team role | |
| Problem Solving process | |
| FAQ's about RTI | p. 7 |
| Appendices | p. 9 |
| RTI problem solving guidelines | |
| Schedule of progress monitoring and problem solving dates | |
| Pyramid of current approved interventions | |
| Assessment guidelines | |
| Problem Solving data worksheet | |
| Parent pamphlet | |

What is MTSS and RTI?

Multi-tiered Systems of Support (MTSS) is the comprehensive practice of providing high-quality programs to all students in all areas. The following are components of MTSS that are implemented school wide to maximize student achievement:

- Response to Intervention (RTI)
- Positive Behavior Intervention and Support (PBIS)
- Professional Development
- Technology Tools
- General / Special Education Teamwork
- Parental Action
- School / Community Collaboration
- Additional Resources

The following umbrella is a depiction of how MTSS functions:



*This example was taken from the edInsight web page. edInsight is an example of a technology tool, however, we do not currently subscribe to this tool.

There are 7 essential elements of MTSS at Guernsey-Sunrise that we strive to build:

1. A student centered approach
2. Strong leadership through our RTI team, and collaborative teaming
3. Ongoing assessment and data based decision making
4. Evidence based curriculum, interventions, and instructional practices
5. Fidelity of implementation
6. Ongoing training and professional development
7. Community and family involvement

RTI

Response to Intervention is the process in which we identify interventions for specific deficits in academic areas. It is a multi-level instructional framework aimed at improving outcomes for all students. RTI is a preventive effort that provides timely support for students who are at-risk for poor learning outcomes due to learning difficulties. It may lead to a comprehensive evaluation for learning disabilities. The behavior side of the pyramid is typically addressed by the (Building Intervention Team) BIT team, and at times the teams work together when behavior affects the academic side.

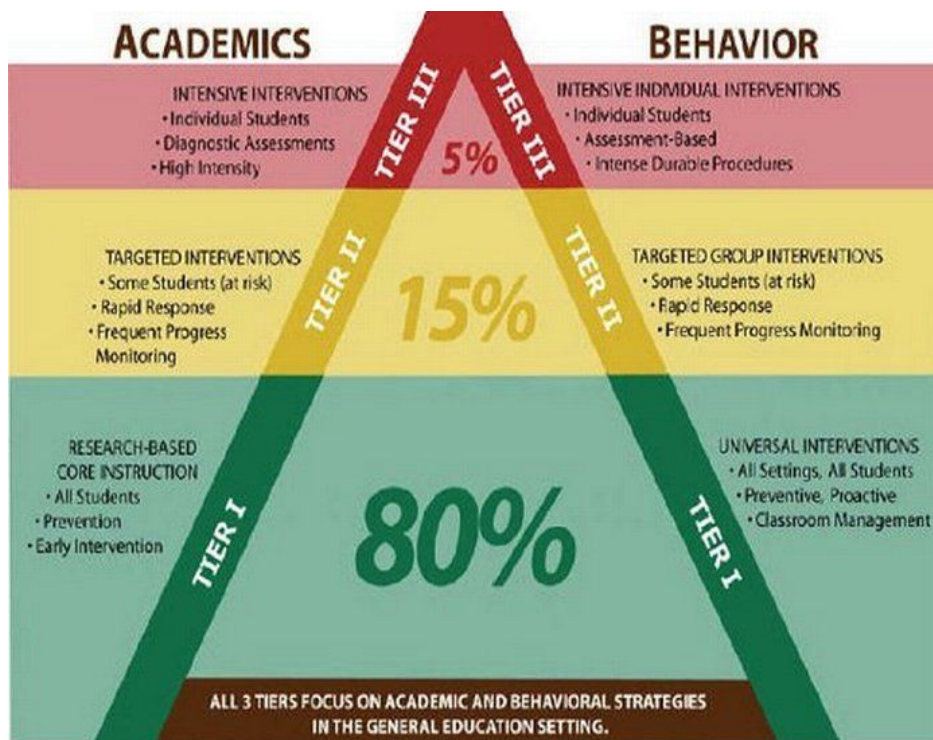


Image from Monroe County Public Schools

The difference between MTSS and RTI:

| | RTI | MTSS |
|--|--|--|
| <i>Interventions</i> | Academic | Academic, Behavioral, Social, Emotional |
| <i>Target Audience</i> | Students in danger of failing or becoming designated as special education students | All students |
| <i>Receive Resources & Support</i> | Students in the target audience | All students, teachers and support staff |
| <i>Collaboration</i> | General and special educators work together on Tier 2 and Tier 3 support | Even greater focus on collaboration between general and special educators. |
| <i>Focus</i> | Intervention and remediation | Intervention, remediation and a stronger sense of prevention |
| <i>Problems Addressed</i> | Student level problems | Both student level and system level problems |
| <i>Intervention Universe</i> | Interventions centered within the school | Interventions centered in the school, community and in the home. |

Image from Onhandschools.com

The RTI Process

Every student in grades K-6 is assessed using a reliable, universal screening tool benchmarked to grade level in reading and math. These assessments are used to identify the level of support needed for student success. Once students score below benchmark their response to general classroom instruction is monitored. Students considered at-risk of falling behind, and are unresponsive to regular instruction, are given more intensive instruction at a third tier.

Tier 2 is designed and delivered under the guidance of the classroom teacher. The interventions are monitored by the classroom teacher. At times our school wide Title I interventionists assist with the instruction. The team may prescribe alternate interventions as needed based on data.

Students who continue to demonstrate progress that is not adequate, or students who are considered to be well below grade level may qualify to receive a third level of

intervention.

Tier 3 interventions are at times given outside the classroom, and delivered by either the Title One Specialists, or are addressed in an IEP (Individualized Educational Plan) by a Special Education professional. They may be in the classroom as well. Instruction is designed so that students who are at-risk receive all three tiers so they don't miss essential standards at tier one.

Intervention process:

Interventions are designed to target the needs of the child. The following process is used once students are identified as at-risk, and they enter tier 2, using a team approach:

1. Determine specific area(s) of need using diagnostic assessments
2. Design a goal directed intervention, and create a plan
3. Conduct the intervention with fidelity; implement for a minimum of 6 weeks
4. Monitor the student's progress (record data, review, and reflect)
5. Evaluate the effectiveness of the intervention
6. Modify the intervention as needed
7. Determine further actions; continue intervention, change intervention, or proceed to referral for special services if a disability is suspected.

RTI Team Role

The RTI team consists of teachers and administrators who are representative of the school staff. They meet several times during the school year to develop policies and procedures for the RTI efforts for K-6, and to perform the following duties:

- Oversee the RTI process; evaluate, develop goals, and create an action plan
- Approve intervention materials and instructional practices
- Make recommendations for future adoption of materials
- Serve as a problem solving team
- Review assessments and determine which tests will be administered to gather data
- Act as a resource for questions and concerns

- Maintain data collection
- Set a schedule for problem solving, and communicate with teachers
- Work in conjunction with the PBIS/BIT team on behavior issues that affect academics

Problem Solving process

The problem solving team consists of designated RTI team members, with the classroom teacher, and interventionist(s). They will meet approximately every six weeks for a “Data Day” during the school year, however, they may convene as needed.

- Chairperson(s) will create a schedule to meet.
- The problem solving team will consider data collected by the teacher, and observations made by the teacher concerning students who are at-risk.
- The team will collaborate and offer suggestions as to interventions that may meet the specific needs of each student.
- Along with the classroom teacher, the team will prescribe a course of action for the student. The teacher will be expected to follow this course of action until the team decides it is not effective, or no longer necessary, by analyzing further data.
- The classroom teacher will continue to collect data and report back to the team if the student is still considered as at-risk. The team will reassess the course of action previously prescribed and decide to continue the intervention, try new interventions, or request further evaluation of the student.

All information discussed is focused on the best interest of the student, and is confidential. It is recommended that the classroom teacher keep the parents informed of all data and interventions. Parents may meet with a team consisting of RTI members to be informed of interventions upon request.

FAQ's about RTI

Why is RTI being used in the school?

- Prior to 2004 IDEA used discrepancies between IQ and performance= misdiagnosed LD (learning disabilities)
2004 IDEA amendment stated districts “*may use a process that determines if the child responds to scientific, research-based intervention*”
- Many schools adopted RTI as a method to help identify learning disabilities
- Under RTI framework students are placed in tiers

Benefits:

- It employs preventative measures or Interventions
- Schools don't have to wait until students fail to intervene
- Schools can utilize personnel more efficiently
- Documentation on student progress is maintained so future staff knows what has worked or not worked
- Team decisions are based on research & data
- It is a research based program that is considered a Best Practice

How is a student identified for RTI?

Students are identified through formative and summative assessment data that may indicate the need for additional instruction, or alternate types of instruction in reading and math.

How do I refer a student for problem solving on Data Day?

The RTI team will review data to select students for the process. Teachers can refer students to be considered for interventions. Parents requesting the inclusion of their child need to talk to the chairperson, building principal, and/or assistant principal.

What if the interventions don't work?

The goal is to put interventions in place that will help a student perform at grade level in the regular classroom. This means the school may have to try several interventions before finding one that works for the student. Each intervention should be used for six weeks with fidelity. Research shows this is the amount of time needed to determine if an intervention is working. If we're unable to find an effective intervention, and the student is not demonstrating adequate growth, the team may decide to refer the student for a comprehensive evaluation to determine if they have a disability and qualify for special education services.

What is the goal of RTI?

The goal is to provide support to help each student remain with their peers in the regular education classroom as much as possible. We strive to find the best instructional strategies to help the student learn when the regular instruction doesn't meet their needs. Interventions are meant to be a short term solution to get the student on track.

RTI can result in identifying a learning disability, but does not diagnose learning disabilities.

Appendices:

RTI problem solving guidelines

Data Day Process

- Classroom teachers and interventionists will bring pertinent data for each class (examples: summative assessments, classroom assessments, behavior plans, progress monitors, behavioral assessments, attendance, work samples, etc).
- The team will review data with each classroom teacher, and identify students who are having difficulty reaching the state standards.
- The team, including the classroom teacher, will discuss current interventions to determine the best course of action for the student and make recommendations to the classroom teacher.

*All information discussed will be focused on the best interest of the student and will be kept confidential.

Who might be identified as “At-Risk” and tracked through the RTI process?

- Students who are consistently below benchmark, and/or not showing adequate growth toward grade level content in universal skills of: Decoding and comprehending text, writing effectively, and applying number sense.
- Students who are showing functional performance deficits.
- Students who are new to the district, and who are not at the same level academically or functionally as the rest of the peers at their grade level.
- Students whose behavior in the classroom continually impacts their academic growth.
- Students who have been previously identified for intervention services.
- Students who are unable to demonstrate proficiency in speaking, reading, or writing the language of the school.

Format for problem solving- 15 minute meeting

Once students are identified as needing a consistent intervention program, the team will work to formulate an action plan for the student. This part of the problem solving process necessitates working efficiently in order to find the best solution for all students in the process. Here is the typical schedule:

- 3-5 min. Classroom teacher summarizes student’s progress, current course of action, reviews previous interventions
- 3-5 min. Team looks at all data collected; determines specific goal
- 5-8 min. Team collaborates with classroom teacher as to possible interventions, decides on course of action, documents plan.