



RTI

Response to Intervention

Handbook

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POSITION STATEMENT

Princeton ISD recognizes that federal mandates require the implementation of proactive models of instruction that allow all students to receive effective instructional as well as behavioral interventions in the general education setting. Therefore, in accordance with special education policy in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), Princeton ISD provides the RTI program for grades pre-kindergarten through grade twelve.

The purpose of this handbook is to:

- Familiarize staff, Student Support Team (SST) members, and parents with the RTI process and provide information regarding state laws and district guidelines for identifying and serving students in need of support and intervention.

DEFINITION

Response to Intervention (RTI) is a systematic problem-solving and decision-making process designed to allow for early and effective responses to children's learning and behavioral difficulties. RTI may be described as a model addressing the needs of all students through a continuum of services which provide: (1) high-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

BACKGROUND

RTI was introduced as special education policy in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). RTI is designed as an early intervention to prevent long-term academic failure and to reduce unnecessary referrals to special education by ensuring that all children in the general education setting have access to high quality curriculum and instruction that are provided in a cascade of intensity, matched to his/her level of need. The model is not intended to replace special education and its procedural safeguards. It has its conceptual roots in applied behavior analysis, precision teaching, diagnostic prescriptive teaching, curriculum-based measurement, pre-referral intervention, data-based decision making and team-based problem solving (Sugai, 2007). RTI relies on evidence-based instructional practices and frequent progress monitoring to provide the data necessary to make decisions about child progress and the need for more intensive intervention.

GOALS

The implementation of activities associated with Response to Intervention (RTI) is expected to have a positive effect on district schools. The goal of Princeton's Response to Intervention program is to encourage and improve inclusion in regular classroom instruction prior to and, often, in lieu of a referral to special education.

PROGRAM GUIDELINES

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.

- **Tier 1:** Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. Interventions are developed based on student needs and are implemented in the general education setting by the classroom teacher. The classroom teacher shall document ongoing interventions, evidence of progress monitoring, and evaluate the effectiveness of interventions, as needed, for all students in the general education classroom and shall work collaboratively with other teachers in the grade level or department for support. Requests to move students to Tier 2 are referred to the Student Support Team (SST).
- **Tier 2:** Tier 2 addresses the needs of approximately 10–15% of the students. Students who have not successfully responded to Tier 1 interventions that were provided in the classroom will be referred to the student's individualized Student Support Team (SST). The SST committee shall match appropriate intervention strategies to specific student needs including individual and small group instruction as well as scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities.
- **Tier 3:** Tier 3 addresses the needs of approximately 5–10% of the students. Students who have not successfully responded to Tier 1 and 2 interventions shall be referred to Section 504 for an evaluation and the development of an individualized intervention plan beyond the instruction in Tiers 1 and 2. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. See the Princeton ISD Section 504 Program Handbook for guidelines and procedures.
- **Tier 4:** Students who have not responded adequately to Tiers 1, 2, and 3 will receive a special education referral through the 504 committee.

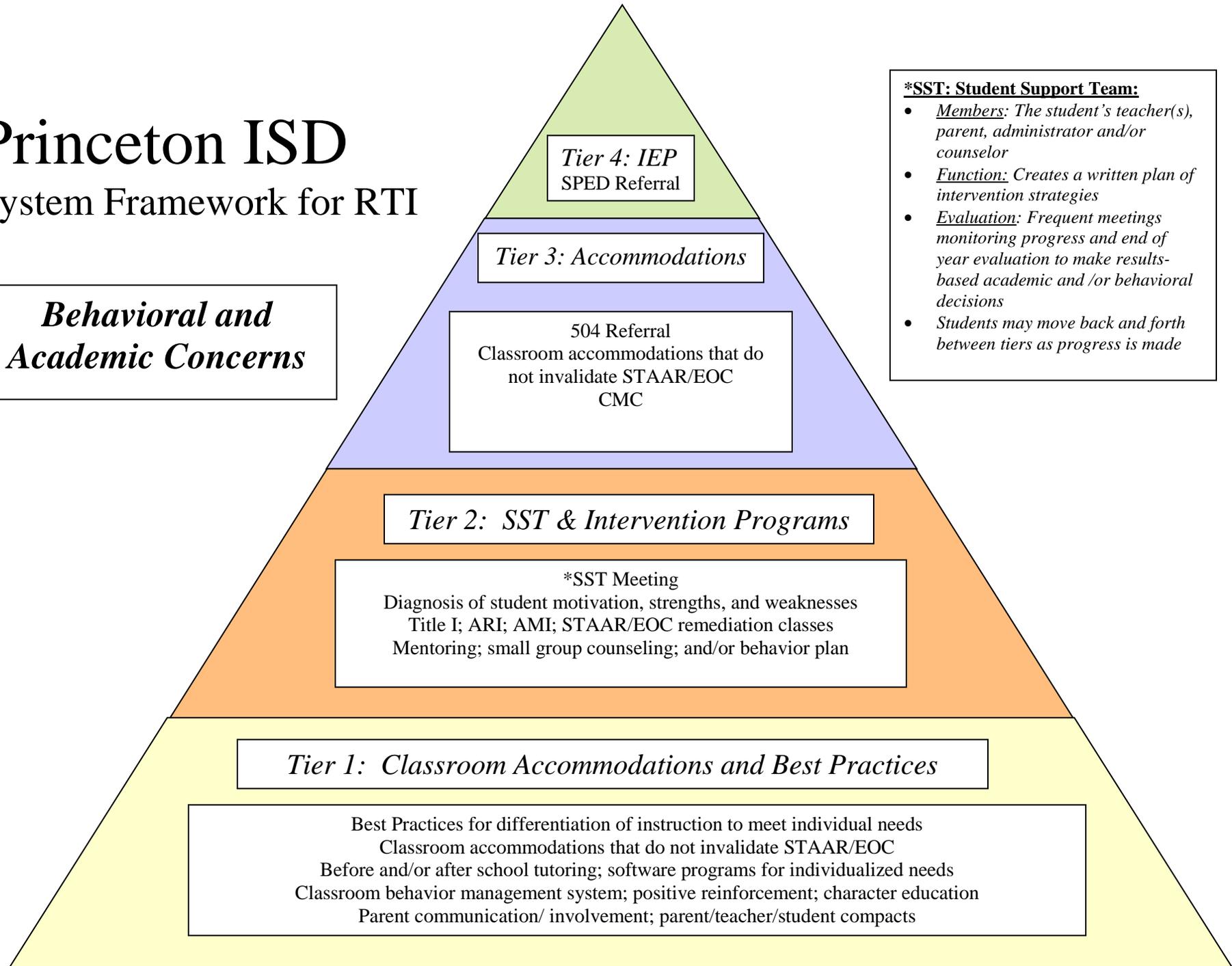
NOTE: A staff member or parent may request to skip the multi-tiered process and request an evaluation through Section 504 or IDEA to better meet a student's individual needs.

These guidelines are illustrated in the *Princeton ISD System Framework for RTI* diagram on the following page:

Princeton ISD

System Framework for RTI

Behavioral and Academic Concerns



***SST: Student Support Team:**

- **Members:** The student's teacher(s), parent, administrator and/or counselor
- **Function:** Creates a written plan of intervention strategies
- **Evaluation:** Frequent meetings monitoring progress and end of year evaluation to make results-based academic and/or behavioral decisions
- Students may move back and forth between tiers as progress is made

PROGRAM ORGANIZATION

	TIER 1: CORE CLASS CURRICULUM	TIER 2: SMALL GROUP INTERVENTION	TIER 3: INTENSIVE INTERVENTION
Focus	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
Grouping	Individual, group, whole class instruction as needed	Individual and small group instruction	Individual and small group instruction
Assessment	Three week progress reports; six week grading periods (or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning; Three week progress reports; six week grading periods	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning; three week progress reports; six week grading periods
Interventionist	General education teacher	Determined by the SST (may be classroom teacher, specialized teacher, paraprofessional, etc.)	Determined by the 504 committee (may be classroom teacher, specialized teacher, paraprofessional, etc.)
Setting	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the SST	Appropriate setting in the classroom or outside the classroom designated by the 504 committee

STUDENT SUPPORT TEAM (SST)

Since RTI is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RTI. The district shall establish and operate a process for establishing a Student Support Team (SST) that is unique to each individual student on each campus. Members shall include the student's teacher(s), parent, and an administrator and/or counselor.

Roles of the SST

The purpose of the Student Support Team is to design a support system using the RTI model for students having difficulty in the regular classroom. Once activated, this process will assist teachers and students by generating classroom instructional suggestions, classroom accommodations and/or intervention plans. The team may also act as a resource for additional services or programs.

- **The Principal** is the instructional leader of the school and so must be the leader in developing and implementing an RTI model. The principal shall designate a campus SST coordinator to oversee meetings and maintain SST records.
- **Counselors and diagnosticians** play important roles in designing the RTI model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and helping to make decisions on appropriate interventions.

- **Teachers**, of course, are the most important component of an RTI team and need to understand all aspects of RTI. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RTI is crucial to success. Teachers should be included in every stage of developing an RTI model. The activities that comprise RTI typically occur in the general education setting as schools use a variety of strategies to assist struggling students.
- **Parent** means the parent(s) or legal guardian of the student. Princeton ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. It is the policy of Princeton ISD to involve the parents in all decisions regarding their child. Parents shall be invited to be a part of the SST to assist with the development of the intervention plan for initial placement in the RTI program. Parents shall receive information related to program objectives and their child's progress from the SST's follow-up meetings throughout the year.

Responsibilities of the SST

1. The recommending staff member notifies the campus designated SST coordinator that he/she is interested in accessing the SST for a particular student. The SST coordinator schedules an SST meeting to discuss the case. Written notification is sent to all team members including the recommending person, stating the date and time of the meeting. Parents/guardians are invited to attend the initial meeting, and all communication with parents must be in a language they understand.
2. As much pertinent data as possible regarding the student is collected prior to the SST meeting (*see eSTAR Request for Intervention Services Form*).
3. The SST meeting shall focus on solving problems, developing goals, interventions, and developing a support network including the following actions (*See eSTAR Tier 2 Intervention Plan*):
 - Write a description of the problem (based upon the review of pertinent data collected)
 - Identify student strengths and weaknesses
 - Consider health or other issues
 - Establish a hypothesis regarding student needs
 - Set student goals
 - Select a type of intervention(s) to meet the established goals
 - Estimate the length of time of intervention and schedule a follow up meeting date
4. In performing their duties, SST members will be acting for the district and shall observe requirements regarding confidentiality of student records.

STUDENT IDENTIFICATION AND DATA COLLECTION

- Universal Screening (common assessments): *measures that are the same for all students within a grade* in a school or district and that are administered to all of those on a routine basis such as local six weeks testing and state standardized testing.
- Formative Assessments: assessments that are done *during the process of student learning and are used primarily to inform instruction* such as observations, daily work, quizzes, and classroom tests.
- Documents: grades from three week progress reports and six weeks report cards

PROGRESS MONITORING

Progress monitoring is using data to track students' progress toward established goals. Progress monitoring for students identified for the RTI program is continuous. Students may move back and forth between tiers as needed. The RTI Tier 2 ***Intervention Progress*** and ***Follow-up Plan*** forms in *eSTAR* are used for review/follow up meetings after each six weeks that focus on evaluating the effectiveness of the intervention(s) and determining if further support from the SST is needed. These forms are also used for an annual evaluation conducted at the end of each year. These meetings shall include the following actions:

- Document evidence of response or non-response to intervention
- Progress is monitored frequently and repeatedly across time.
- Trends in performance are used to gauge the effectiveness of the supports and interventions.
- Ineffective intervention plans are changed in a timely manner.
- Intervention plans are modified as appropriate to address emerging needs.
- Interventions that are no longer needed are discontinued
- Make a decision for next steps to put in place prior to the start of the next school year.

PROGRAM EVALUATION

The annual program evaluation for RTI is unique and individualized to each student. One of the most important components of the Response to Intervention model is the collection of data that allows staff to evaluate whether the intervention is effective.

After all data and interventions are considered, a decision about the effectiveness is provided. The teacher or SST summarizes the interventions that were implemented and the extent to which the student made gains in the RTI program. For students showing improvement toward the stated goals, the decision would be to continue with implementation of the instructional changes in the current school environment. However, for students who show a trend that is not high enough to attain the established goals, the teacher or SST should try an intervention of higher intensity. In those cases where several general education interventions have not been effective in Tiers 1, 2, and, 3, there is evidence the student needs more intensive services, and a special education referral is made.

ACCOUNTABILITY

STAAR: State of Texas Assessments of Academic Readiness (Grades 3-8)

EOC: End-of-Course Assessments (Grades 9-12)

AYP: Adequate Yearly Progress (Grades 3-12)

MAINTAINING THE RTI RECORDS

RTI records are stored and maintained in the district's *eSTAR* database throughout the student's years in school. At the beginning of each school year, the student's RTI records can be accessed through the *eSTAR* database by the receiving campus, and the student's new teachers shall receive a paper copy of the RTI Instructional Accommodations prior to the first day of instruction.

Record Keeping Procedures

- Tier 1: No RTI records are created in *eSTAR*. Teachers accommodate for the individual needs of their students, maintaining their own notes and records until the time of referral to Tier 2.
- Tier 2: When a student is referred to Tier 2 for an SST meeting, an RTI record shall be created and maintained in the district's *eSTAR* database, even if the student is placed back in Tier 1.
- Tier 3: If the student qualifies for 504, this shall be documented in the student's RTI record, and a 504 record shall be created for that student in the district's *eSTAR* database for Section 504.
- Tier 4: If the student qualifies for Special Education, this shall be documented in the student's 504 record, and a special education record shall be created for that student in the district's eSPED database for special education services.

The student's RTI records can be accessed through *eSTAR* as the student moves to each grade level/campus in the district. At the beginning of each school year, the student's teachers shall receive a paper copy of the child's RTI accommodations.

Confidentiality

PISD ensures that individual school based RTI procedures regarding confidentiality are in accordance with the Family Educational Rights and Privacy Act (FERPA). Parents have access to any documentation involving their child, including SST/RTI records.

All RTI documentary materials are school records and thus should be treated like any other educational record. RTI working files are to be maintained in a professional manner. This ensures a record of past interventions for future reference and accountability.

STAFFING AND STAFF DEVELOPMENT

Princeton ISD endorses the position that quality staff development cannot be overemphasized. Princeton ISD will ensure that all teachers receive ongoing staff development for the RTI process. The district shall provide orientation and training for the RTI model through district and/or campus in-service sessions or Region 10 Educational Service Center. This orientation will include a thorough explanation of the RTI model and rules governing the confidentiality of information regarding individual students.

PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are invited to be a part of the district and campus site-based decision committees to provide input related to program implementation, improvement, and evaluation.

ADDITIONAL INFORMATION

For further information on this or any program offered at Princeton ISD, please contact the following personnel:

Campus Principal or Counselor (469) 952-5400

Dr. Jackie Hendricks, (469) 952-5400
Assistant Superintendent