

IMPLEMENTING A CONSISTENT RTI PROGRAM IN A K-6 SCHOOL
TO OPTIMIZE RESULTS

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Table of Contents

Abstract.....	3
Chapter I: Introduction	4
Statement of Problem.....	6
Research Question(s)	6
Definition of Terms.....	6
Chapter II: Review of Literature.....	10
Deficits with the IQ Achievement Discrepancy Model.....	10
Response to Intervention (RTI) Model.....	11
Lingering Concerns of the Response to Intervention (RTI) Model.....	14
Chapter III: Results and Analysis Related to Problem	18
Chapter IV: Specific Recommendations and Conclusions	20
RTI/SST Manual.....	20
Summary and Conclusion.....	55
References.....	56

Abstract

The adoption of IDEA 2004 gave schools the flexibility to qualify students with a Specific Learning Disability by using a multi-tiered model of interventions and research-based instruction. As schools adopted this Response to Intervention initiative, they moved away from the IQ achievement discrepancy model requirement that forced students to fall behind their peers significantly before receiving resources to further their education. In this article you will find a manual which describes how to implement an RTI program in a school that has not adopted MiBLSi to meet the legal requirements of IDEA 2004. The RTI approach has potential to identify students at risk more effectively than previous models and to provide them with the educational resources they need to succeed.

Chapter I: Introduction

For years, parents, educators, and psychologists fought to obtain federally mandated and funded services for students with Specific Learning Disabilities. Federal legislation of the 1960's and 1970's extended educational services to learning-disabled children, and required a severe discrepancy between a child's ability and achievement in order to receive special education services (Meyer, 2000). Today, we are still using the same formula to classify students with specific learning disabilities. When diagnosing specific learning disabilities in school-age children, school psychologists typically look for a significant gap between the students' scores on aptitude or cognitive tests and lower performance on academic achievement testing.

Currently, schools use a variety of statistics and formulas to determine whether a student has severe discrepancy between expected and actual school achievement (Broeck, 2002). This diversity of methods for identifying severe discrepancies allows evaluators in different school districts to apply differing criteria to diagnose learning disabilities (Proctor & Prevatt, 2003; Mellard, 2007). Recently, a consensus has been formed on the "best practice" to calculate significant discrepancies between Intelligence Quotient (IQ) and achievement test scores: (1) test comparisons should be made using standardized scores based on student age, grade equivalents, or percentile ranking (2) regression procedures should be used to take into account the partial correlation of IQ and achievement measures, and (3) score analysis should incorporate test-reliability data for each of the measures being compared (to control for score differences that can be traced to the tests' measurement characteristic rather than to the ability or skills of the person taking them) (Fuchs, 2003). With the development of programs that calculate a severe discrepancy model, school psychologists are now able to use these best practices to compute IQ-achievement discrepancies (Wright, 2002).

IDEA 2004 significantly changed the landscape of specific learning disabilities determinations when the reauthorization of IDEA 2004 directed that, effective July 1, 2005, school districts evaluating for a suspected specific learning disability could no longer be required to take into account whether a child has a severe discrepancy between achievement and intellectual ability. Districts must be permitted to use a process based on the child's response to scientific, research-based intervention in determining whether a child has a specific learning disability. The final IDEA 2004 regulations issued on August 14, 2006 effective October 13, 2006, require states to adopt SLD criteria consistent with the IDEA 2004 statutory language described above. The criteria adopted by the state must not require the use of a severe discrepancy. The state must permit the use of a process based upon the child's response to scientific, research-based intervention, and may permit the use of other alternative research-based procedures (MAASE, 2007).

The field of Special Education seems to be zooming through a series of never-ending reforms and initiatives, which aren't always grounded in sound research or funded appropriately. (Gersten & Dimino, 2006). Many of these reforms and initiatives can be traced back to the Nation at Risk report which has paved the way for such reforms and initiatives as the Reauthorization of IDEA 2004, the Elementary and Secondary Education Act (ESEA), Least Restrictive Environment, Free Appropriate Public Education Act, and No Child Left Behind, which have all impacted special education. Many of these reforms and initiatives were developed to improve the educational experience of special education students by ensuring they were given an education as much like their peers as possible. Not only did these changes have a significant impact on the Special Education field, but they also had a dramatic effect for the field of reading instruction. These reforms and initiatives naturally had a profound effect on students with

specific learning disabilities because the largest group of special-education students have a specific learning disability and demonstrate serious difficulties in reading (Fuchs & Fuchs, 2006). Most recently Response to Intervention (RTI) has gained momentum as the “new” means for determining specific learning disabilities in school-age students. Another key element of the RTI model is its provision of early intervention when students first experience academic difficulties, including those who have a specific learning disability. In addition to the preventative and remedial services that RTI provides to at-risk students, RTI also provides the data required to screen students who may be in need of special education or related services.

Statement of Problem

Schools are bombarded with reforms and initiatives that are intended to improve education; however, school districts are required to implement these new reforms and initiatives alone and without significant guidance. Extensive research has been done on what should be included in a successful RTI program. There are multiple requirements to complete Response to Intervention, but there is less research on how to implement RTI successfully. There is even a slight variation in the literature on what the key components of RTI are.

Research Question

How could K-6 schools implement a consistent Response to Intervention program in schools to optimize results?

Definition of Terms

RTI	Response to Intervention
SLD	Specific Learning Disability
IQ	Intelligent Quotient
IDEA	Individuals with Disabilities Education Act

SST	Child Study Team
LEP	Limited English Proficiency
CBM	Curriculum Based Measurements

Discrepancy Model

- The standard for identifying students with learning disabilities based on the 1977 federal regulations. This process required that a significant difference be documented between a student's ability (IQ) and achievement in order for a learning disability to be identified. RTI models respond to the many problems identified with the discrepancy model (Mesmer & Mesmer, 2008).

Duration

- For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration (CDE, 2011).

Fidelity

- Fidelity refers to the accuracy, loyalty and attentiveness with which an intended research design for instruction and/or intervention is implemented. To ensure standardization, intervention specialists must generally follow a prescribed protocol in order to attend to a program's or strategy's fidelity (CDE, 2011).

Frequency

- How often a behavior or an intervention occurs. Commonly used in Functional Behavioral Analysis (FBA) and Response to Intervention (RTI) research in the context of

the three most important factors in considering behaviors of concern: Frequency, Intensity, and Duration. Frequency of an intervention, as an element of its effectiveness, can be a focus of the fidelity of delivery (CDE, 2011).

Intensity

- The adjustment of duration, length and teacher-to-student ratio for a child's academic or behavioral needs (CDE, 2011).

Intervention

- Targeted instruction provided in addition to the regular classroom program that addresses a student's documented instructional needs. Instruction that intends to prevent students who are struggling from falling farther behind their peers and intends to improve their future educational course (Mesmer & Mesmer, 2008).

Problem Solving Process

- A collaborative team (which includes parents, general and special educators) that meets to evaluate student data and to plan and monitor prescribed interventions (CDE, 2011)

Progress Monitoring

- An assessment technique required by RTI regulations. Teachers administer quick assessments (1-5) minutes frequently to gauge the improvement of a student. The assessments provide information about the student's rate of learning and the effectiveness of a particular intervention (Mesmer & Mesmer, 2008).

Response to Intervention

- An assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications of increasingly intensifies services using progress monitoring data (NRCLD, 2006).

Scientific, Research-Based Instruction

- Refers to specific curricula and educational interventions that have been proven to be effective—that is, the research has been reported in scientific, peer-reviewed journals (Klotz, 2007).

Specific Learning Disability

- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (IDEA, 2004).

Student Progress Monitoring

- A scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or the entire class (Klotz, 2007).

Universal Screening

- A step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards or those who have behavior or emotional problems that may interfere with their learning (Klotz, 2007).

Chapter II: Literature Review

Deficits with the IQ Achievement Discrepancy Model

Imagine this dilemma: An active first grader avoids reading at home and finds ways to hide his reading difficulties. The parents concerns are addressed and are promised that he will catch up. He is tested at the end of first grade, but the discrepancy between his IQ and Reading Achievement is not high enough to qualify SLD. By third grade he quits doing his work and is retested. He qualified as a student with an SLD. However, the family moved to a new state where they used a different standard score so he no longer qualified SLD. How can he be SLD in one state but not another? (Fuchs & Fuchs, 2007; Proctor & Prevatt, 2003).

In the United States, this scenario occurs repeatedly to the harm of children, the frustration of the parents, and the distress of their teachers. For decades, the major procedure for identifying children with specific learning disabilities has involved documenting a discrepancy between a student's IQ and achievement. With this approach, however, identification typically occurs at fifth grade, so a child must "wait-to-fail" before intervention occurs (Samuels, 2005). For this reason, along with technical difficulties associated with the IQ achievement discrepancy, the 2004 Reauthorization of the Individuals With Disabilities Education Improvement Act (P.L. 108-446) permits states to discontinue use of the IQ achievement discrepancy in favor of RTI for identifying students with an SLD (Fuchs & Fuchs, 2001; 2007).

Individuals with Disabilities Education Act (IDEA) 2004

With the recent Reauthorization of the Individuals with Disabilities Education Act (2004), states now have the option of discontinuing the use of IQ achievement discrepancy procedures as part of the specific learning disabilities identification process in favor of a

response to intervention model (Bradley, 2007; Compton, Fuchs, Fuchs, & Bryant, 2006; Fuchs & Fuchs, 2006; IDEA, 2004).

Response to Intervention (RTI) Model

The concept behind RTI has always been the focus of the teaching and learning process and the basic component of accountability in general education. Does instruction (research-based strategies, methods, interventions, and curriculum maps) lead to increased learning and appropriate progress? If this is true, then a student without disabilities is guaranteed to be successful when provided with quality instruction and remedial services. In the past year, RTI has taken on a more specific connotation, especially in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004), as an approach to remedial intervention that also generates data to inform instruction and identify students who may require special education and related services. Today, many educators, researchers, and other professionals are exploring the usefulness of an RTI approach as an alternative that can provide (1) data for a more accurate and early identification of students with an SLD and (2) a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (NJCLD, 2005).

A key element of an RTI approach is the provision of early intervention when students first experience academic difficulties, with the goal of improving the achievement of all students, including those students who may have an SLD. In addition to the preventive and remedial services this approach may provide to at-risk students, RTI shows promise for contributing data useful for identifying students with specific learning disabilities (Kovaleski & Prasse, 2004). Thus, a student exhibiting (1) significantly low achievement and (2) insufficient response to intervention may be regarded as being at risk for a Specific Learning Disability and, in turn, is possibility in need of special education and related services. The assumption behind this

paradigm, which has been referred to as a dual discrepancy, is that when provided with quality instruction and remedial services, a student without disabilities will make significant progress (NJCLD, 2005).

Core concepts of an RTI approach are the systematic (1) application of scientific, research-based intervention in general education (2) measurement of a student's response to these interventions, and (3) use of the RTI data to inform instruction (MAASE, 2007).

The National Joint Committee on Learning Disabilities (2005) represents eleven national and international organizations that published a report to examine the concepts, potential benefits, and practical benefits associated with RTI and specific learning disabilities. The 2004 LD roundtable determined that data from an RTI process should include the following: (1) high quality, research-based instruction and behavior supports in general education (2) scientific, research-based interventions focused specifically on individual student difficulties and delivered with appropriate intensity (3) use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process (4) data-based documentation reflecting continuous monitoring of student performance and progress during interventions (5) documentation of parent involvement throughout the process (6) documentation that the timelines described in the federal regulations and adhered to unless extended by mutual written agreement of the child's parents and a team of qualified professionals, and (7) systematic assessment and documentation that the interventions used were implemented with fidelity (NJCLD, 2005).

Denton, Fletcher, Anthony, and Francis' (2006) study on how intensive intervention can dramatically affect the skills of students with severe reading problems included four schools in a large urban school district in southwestern state. None of the schools met the criteria for Title I

eligibility, but all schools served highly diverse student population in terms of ethnicity and socioeconomic status. The participants included twenty-seven students in first through third grade who demonstrated persistent difficulties with reading. The sample was ethnically diverse, with 52% being African American, 22% Hispanic, 22% European American, and 4% Asian American students. The interventions were delivered by six experienced teachers. Students in this study received two eight-week reading intervention programs daily in groups of one teacher with two students. For the second eight weeks, students were engaged in the Read Naturally program for one hour a day. Interventions were provided during the regular school day, with some students attending interventions in the morning while others received their interventions in the afternoon. Assessment data were collected in four waves at eight-week intervals. All students were assessed in October before and after their completion of each intervention phase. Because of the limited sample of participating students, teachers were asked to nominate other students who after completing first grade appeared to exhibit severe reading problems; however, limited information on the implementation of reading programs in these schools was available. Yet, the same reading basal program was used in all of the participating schools. After the sixteen weeks of interventions, significant improvement was seen in multiple domains of reading including decoding, fluency, and comprehension. Students accelerated their development of these skills and began to close the achievement gap. Unfortunately, many students' reading ability remained below average after the intervention, although this was less apparent in students who received Tier 1 and 2 instruction and intervention.

Various methods have been proposed to operationalize RTI, with current models favoring a three-tier system (Denton, Fletcher, Anthony, & Francis, 2006). In the first tier, all students participate in generally effective reading instruction in the regular or general education

classroom, and each student's rate of reading growth is monitored. Children whose level of performance or rate of improvement is dramatically below that of peers (based on classroom, school, district, state, or national norms) are designated as at risk for poor reading outcomes and possible reading disabilities. Such children move to the second tier in the RTI process. In this tier, they receive small-group instruction, and their progress is again monitored. The purpose of this second tier is twofold: to prevent reading difficulty by delivering a more intensive, and presumably effective, intervention that accelerates reading development, and to assess the child's responsiveness to instructional intensity from which the vast majority of children should improve. If the child responds, he or she is asked to return to the general education classroom instruction and is deemed disability-free. Otherwise, an assumption is made that the child has an intrinsic deficit, or disability, that prevents the child from benefiting from instruction. Failure to respond appropriately to Tier 2 instruction signals a need for the child to move to the third and final RTI tier, synonymous with special education placement after an abbreviated special educational evaluation (Fuchs, 2003).

Lingering Concerns of the Current Response to Intervention Model

The success of RTI, in terms of prevention and identification, hinges on the accurate determination of a risk pool of children to enter the Tier 2 intervention. Procedures for determining Reading Disabilities risk, and a need for Tier 2 intervention, have typically relied on measuring early skills related to work reading and literacy skills (e.g. phonemic awareness, letter naming fluency, concepts about print, and oral language ability). Various methods have been suggested to improve the accuracy of Reading Disability risk determination using early screening batteries, including multivariate assessments, a focus on first-grade children, and short-term progress monitoring. Compton, Fuchs, Fuchs, and Bryant (2006) selected 252 students from 42

first-grade classroom in urban and suburban classrooms in middle Tennessee. Half of the schools selected were Title I schools. Project staff administered two tests to all children in the 42 classes and the six poorest readers were selected. After being selected, participants were individually assessed by trained examiners at two additional assessment waves: a prediction battery in the fall of first grade to designate a reading disability risk and an outcome assessment at the end of second grade. In addition, short-term progress monitoring occurred during five consecutive weeks in the fall of first grade. All correlations were statistically significant among the first grade prediction measures and the second grade reading outcomes. The predictors include measures of phonemic awareness, rapid naming, and oral language. Classification tree analysis significantly improved the diagnostic battery. By adding word identification fluency to the battery of test it decreased the number of false positives for the number of students requiring tier two interventions. This demonstrates the need for a comprehensive progress monitoring tool and the required components for a successful RTI program.

The interventions that accompany an effective RTI program need to be conducted by well-trained research personnel, or teachers need to receive continued support and guidance as they proceed through the process. Observations in two studies indicated that teachers' implementation of research-based intervention and consistent progress monitoring was greater when they were supported and monitored (Denton, Fletcher, Anthony & Francis, 2006).

To date, we do not possess information on what large-scale implementation of reading interventions in the early grades look like. However, a variety of studies have found that RTI has lowered the proportion of minority students identified as having a specific learning disability, yet, their findings did not address a number of key questions, such as the success rate at each grade level, the number of students who received interventions beyond the first three grades, the

number of students who received interventions and returned to general education but needed subsequent interventions, and criteria for movement between tiers. Information on these issues would be especially useful for educators. Determining if achievement is defined by classrooms, local, state, or national norms, and by whose standards and benchmarks would be helpful. The choice of the expected achievement level becomes critical for determining the number of students eligible for intensive instruction, as does the choice of the test itself and the constructs for which the test serves and an indicator or marker. When various districts make different choices, an increase in the variability of eligible students from district to district also can be expected to increase (NJCLD, 2005).

Little information is available from field studies about the instructional methods and materials used, whether interventions are research-based, the number of students in the studies identified as having a specific learning disability, having other disabilities or not having a disability, or the number being serviced in special education after leaving the primary grades. Other questions yet to be addressed include the following: (1) How many different interventions should be used until a child is considered non-responsive? (2) If the intervention is based solely on what is taught in the general classroom, but more intensively, in smaller groups, or for longer periods of time, how successfully does the child keep up with the general education curriculum? (3) If the intervention is different from classroom instruction, how successful are the transitions back to the classroom? Transitions become especially relevant in the higher grades because a student who is receiving focused, individualized intervention may return to a classroom where the pace is much quicker, learning is from lecture or textbook, and the vocabulary is much more specialized and dense.

While a pressing need exists for research and evaluation data about RTI, gathering this data is an enormously complex undertaking. The need for evaluating the implementation of RTI in actual practice, particularly in large-scale applications, is paramount. However, the outcomes of RTI implementation will vary on a number of key factors, such as selection and fidelity of interventions, decision about time frames, criteria for movement among tiers, resources, and staff training. These and other factors will affect generalization and replication of results.

Chapter III: Results and Analysis Relative to Problem

Deficits with the IQ Achievement Discrepancy Model

Researchers tend to agree that the IQ Discrepancy Model for identifying students with a specific learning disability did not effectively address struggling students' needs because they were forced to wait and fail before getting the resources and assistance they needed to be successful in their current education setting. The IQ Discrepancy Model also caused confusion for individuals trying to meet students needs because the standardized scores used to qualify students varied from state to state and from district to district (Fuchs & Fuchs, 2007; Fuchs & Fuchs; 2001, Proctor & Prevatt; 2003; Samuels, 2005; Wright, 2002).

Individuals with Disabilities Act

The Reauthorization of the Individuals with Disabilities Education Act gave school districts the option to stop using the IQ Discrepancy Model and to begin using the response to intervention model to qualify students with a specific learning disability so students can begin receiving interventions and help as soon as they begin to struggle instead of waiting until they are behind their peers (Bradley, 2007; Compton, Fuchs, Fuchs, Bryant, 2006; Fuchs & Fuchs, 2006; IDEA, 2004; MAASE, 2007).

Response to Intervention (RTI) Model

Within the literature, there is a slight variation on what the key components of RTI are or what wording will be used to describe them; however, all researchers agree there must be a comprehensive assessment system, a range of effective, research-based instruction and interventions that use a variety of tiers, and the use of a problem solving model which will evaluate both the effectiveness of the instruction and the interventions. The researchers agree that the key to an effective RTI program is the use of early interventions when students first begin to

have academic and behavioral concerns, with the goal of increasing the success of all students including those which will qualify with a specific learning disability (Anthony, Denton, Fletcher, & Francis, 2006; Compton, 2006; Denton, 2006; Fuchs, 2003; IDEA, 2004; NJCLD, 2005; MAASE, 2007).

Chapter IV: Specific Recommendations

RTI/SST Manual



**Created for the C.J. Sullivan Elementary School
L'Anse Area Schools
201 North 4th Street, L'Anse MI 49946**

**Response to Intervention/Student Study Team
(RTI/SST)
Manual**

Created by Janel Summers
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Table of Contents

Introduction

History Behind Adopting RTI-Why do we have to do this?

RTI Defined

Required Principals of RTI

Pyramid of Interventions

Tiers of RTI Explained

Problem Solving Model for RTI

Decisions Along the Pyramid

Behavior Component of RTI

RTI Team Meeting Requirements

- Core Team Members
- Pre-Meeting Requirements
- RTI Meeting Content
- RTI Meeting Agendas
- RTI Checklist Required Prior To Making Special Education Referral
- Parent Participation Letter
- RTI/SST Form

Appendices

- Intervention Resources-Where to find research based interventions
- Curricular Based Measurements-Examples of places to find CBM's
- Common Vocabulary Used When Discussing Behavior
 - Examples of Data Collection Forms for behavior issues

Resources and References

- Current School Wide Behavior Plan at C.J. Sullivan Elementary
- Current Attendance Policy at C.J. Sullivan Elementary

Introduction

This manual was created to be used as a tool for all new and current staff members at C.J. Sullivan Elementary School. I am hoping that after using this manual you will have a better understanding of what RTI is, how it is implemented and why it is used in our school, and what responsibilities and expectations you will be held accountable for.

Our school districts mission and philosophy about education states that all students are capable of learning and shall be afforded equal learning opportunities. Consistent with this concept L'Anse Area Schools will have high expectations for all students and staff. It is the primary duty of the community, the L'Anse Board of Education, along with administration, faculty and staff to provide educational experiences which will foster individual growth, promote self-esteem, mutual respect and create within each student a desire to develop his/her full potential (L'Anse Area School Student Handbook, 2009-2010).

To ensure we are meeting our districts mission statement and educational philosophy, the L'Anse Area Schools have adopted an RTI program that will ensure the educational needs of every individual student is met in a systematic way and every student will have an equal opportunity to be successful in school and in life. Over the last five years, the L'Anse Area Schools have begun to make the transition from the IQ Discrepancy Model (prior to reauthorization of IDEA 2004) that was previously used to qualify students as specific learning disabled to the RTI model. The RTI model we use today is a multi-tiered model that provides early interventions for students who are struggling so they don't fall significantly behind their peers or become frustrated with the education process.

As a general education teacher, you will be the first person to identify concerns with a students learning or their rate of growth. It is your responsibility to identify these concerns and to share them with fellow colleagues to ensure that the RTI process begins if needed. You are a critical piece of identifying academic and behavioral concerns with a student and without your constant evaluation and contact, a student may go without the critical resources they need to be a successful part of the school community. As a first year teacher, I was worried about expressing my concerns because I was not sure if they were valid and spent time evaluating my skills as a teacher instead of listening to my instincts as a teacher. I would encourage everyone to discuss their concerns with fellow teachers, individuals on the RTI team, or your assigned mentor. Please feel free to discuss any concerns with myself and if I cannot answer them I will direct you to a staff member who will be able to help you.

Why Do We Have To Use RTI?

Previously, school districts were required to use a severe discrepancy between achievement and intellectual ability when identifying students with Specific Learning Disabilities (SLD). Currently, IDEA 2004 gives school districts the flexibility to determine that a student has an SLD using RTI data as part of a comprehensive evaluation. Researchers point out that identifying an SLD using RTI data shifts the focus of the evaluation process from emphasizing the documentation of the student's disability to emphasizing the student's instructional needs (Fuchs & Fuchs, 2006).

RTI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity. By using RTI, districts can provide interventions to students as soon as a need arises. This is very different from methods used with the aptitude-achievement discrepancy, which have been criticized as a “wait to fail” approach to qualifying students with an SLD (Fuchs & Fuchs, 2007).

Instead of relying on the “wait to fail” method, school districts have chosen to adopt a multi-tiered model which is an effective educational practice within schools to bring high quality instruction to all students. The key purposes of RTI are: (1) decisions based on data and screening for at-risk students, (2) school wide collaboration to help every student be successful, (3) progress monitoring, and (4) evaluating instruction and curriculum (Fuchs & Fuchs, 2007; Fuchs & Fuchs, 2001).

RTI Defined

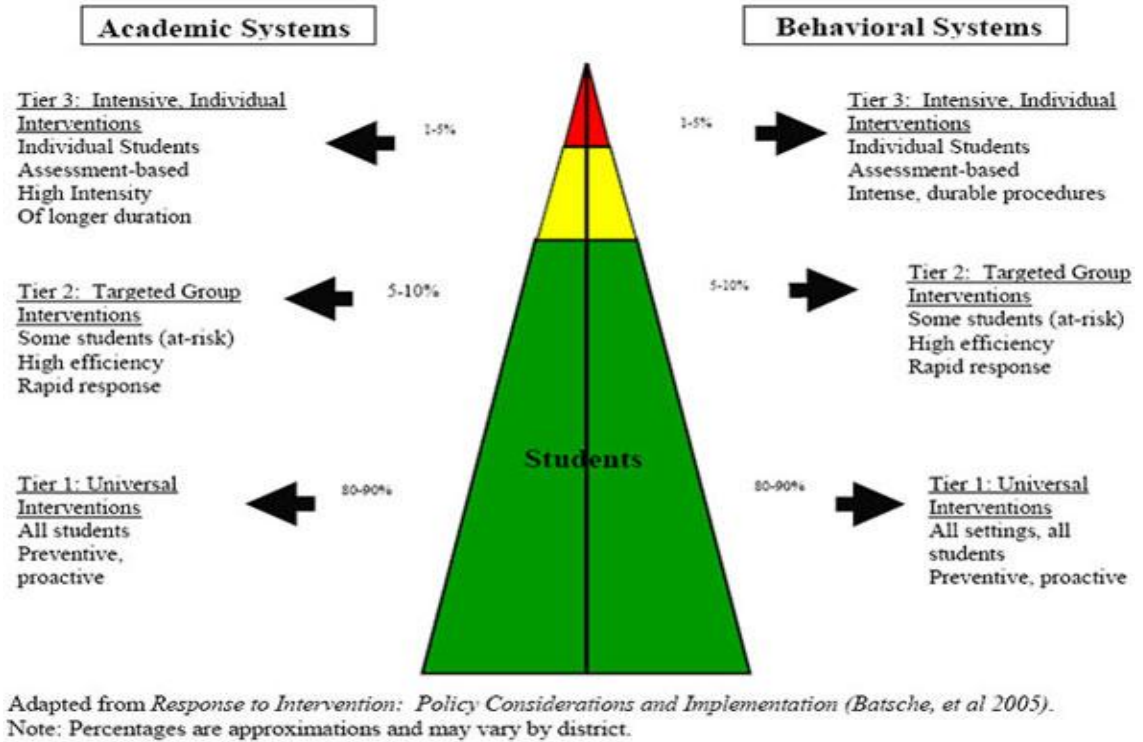
The National Research Center on Learning Disabilities (2006) defines RTI as: “an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications of increasingly intensified services using progress monitoring data.”

RTI is an integrated approach to service delivery that encompasses general, remedial, and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (1) providing high quality instruction. Intervention matched to all student’s needs and (2) using learning rate over time and level of performance to make important educational decisions to guide instruction (NJCLD, 2005). RTI practices are proactive, incorporating both prevention and intervention for all levels.

The RTI process is an early intervention and prevention process with the goal being to eliminate the future need for special education services for the child by intervening before a gap in academic achievement becomes too great. RTI is comprised of core principles that represent recommended RTI practices. These principles represent systems that must be in place to ensure effective implementation of RTI systems and establish a framework to guide and define the practice (Mellard, 2008).

1. Use scientific, research based interventions/instructions.
 - a. A significant element of the RTI process is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. Also the curriculum and instructional approaches must be delivered in a way that most students can be successful. Since instructional practices vary in effectiveness, ensuring that the practices and curriculum have demonstrated validity is an important piece when selecting appropriate interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results (Mellard, 2008).

2. Monitor classroom performance.
 - a. General education teachers are an important link to designing and providing high quality instruction. Furthermore, they are the first individuals to assess students' performance and progress against grade level standards in the general education curriculum and against their same aged peers. It is the general education teacher's responsibility to monitor student progress rather than waiting to determine how students are learning based on results of state-wide or district-wide assessments (Mellard, 2008).
3. Conduct universal screening/benchmarking.
 - a. School staff members are responsible to conduct universal screening in math and reading. The results from this screening gives staff members an opportunity to compare peer group's performance and progress and forms the basis for an initial examination of individual and group patterns on specific math and reading skills as well as behavior. Universal screening helps educators and parents identify students who might be "at-risk" before they fail. Since screening data may not be as reliable as other assessments, it is important to use multiple sources of data before making decisions on interventions (Mellard, 2008).
4. Use a multi-tier model of service delivery.
 - a. An RTI approach uses a multi-tiered model of interventions and instruction in which each tier represents an increasingly intense level of interventions and instruction specific to the learners needs. The figure below illustrates layers of instruction that can be provided to students according to their individual needs. Tier 1 represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. Tier 2 comprises a smaller group of students, typically 5-10% of the student population, who are chosen based on a lack of response to interventions at Tier 1. These students will need strategic interventions to raise their achievement to proficiency. Tier 3 contains the fewest number of students, usually between 1-5%. These students will need intensive interventions and instruction if their learning is to be appropriately supported (Batsche, 2005).
 - b. As noted earlier, an RTI approach incorporates a multi-tiered system of interventions in which each tier represents an increasingly intense level of interventions and instruction. Students move from tier to tier depending on their level of needs. A multi-tiered concept uses all available resources to meet students' needs regardless of their eligibility for other programs. Tiers build and supplement the lower tiers, rather than replacing them (Batsche, et al 2005; Mellard, 2008).



5. Monitor progress frequently.

- a. To evaluate the effectiveness of the intervention, the RTI Team must implement and decide how to use progress monitoring. Progress monitoring are assessments that can be done frequently and can show the effects of small changes in student performance. Data collected from progress monitoring will inform the RTI Team whether changes in the instruction, interventions or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable feedback about student progress. Various curriculum-based measurements are useful tools for monitoring students' progress (Mellard, 2008).

6. Implement with fidelity.

- a. Fidelity refers to the accuracy, loyalty and attentiveness with which an intended research design for instruction and/or interventions are implemented (CDE, 2011) Fidelity is achieved through sufficient time allowed for curriculum mapping and teacher group planning, appropriate interventions, qualified and trained staff, and adequate materials and resources. Fidelity is a vital part of universal screening, instructional delivery and progress monitoring. (Mellard, 2008).

A holistic approach to problem-solving will be used with each child, taking into account cultural, social and oral language factors. Parents need frequent communication to partner with the school when making RTI decisions.

RTI Tiers Explained in More Detail

Adapted from *Response to Intervention: The Future for Secondary Schools* (Canter, Klotz & Cowan, 2008) and Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to do it*.

Tier 1-Core Instruction

In the RTI process, all students in Tier 1 receive high quality scientific, research-based instruction from general education teachers in the core curriculum using the curriculum maps developed by the L'Anse Area Schools school improvement team. The curriculum provides a guide for instruction in which all interventions are decided upon. While Tier 1 instruction occurs in the general education setting, it is not necessarily grade level instruction but is differentiated instruction. Instruction at Tier 1 includes all behavioral and social development along with instruction in all content areas. Tier 1 instruction must be differentiated and culturally sensitive to meet the needs of approximately 80-90% of the student body (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

An important first step in identifying at-risk students is the use of universal screening and/or benchmarking of students in math and reading. At Tier 1, universal screening for all students is conducted at least three times—at the beginning, middle, and end of the school year. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening at L'Anse Area Schools is typically done through brief assessments such as curriculum-based measure (CBM's). Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, schools must examine whether it is occurring school-wide or whether it is a class-specific problem (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

While a variety of universal screening tools are available, schools are encouraged to choose tools that are easy to administer and analyze. Schools should utilize multiple sources for screening students, including: district-wide assessments, classroom data, CBM's, and other decided upon measurements. Directions for administering screening tools and scoring the results should be explicitly followed to ensure fidelity. For some students special assessments may be needed for speech, language, and Limited English Proficiency (LEP) (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Progress monitoring documents student growth over time to determine whether the student is progressing as expected in the school's curriculum. A student's progress will need to be graphed online after each formative assessment to track growth or lack of growth. Help is available from the RTI team, to ensure data collection is being completed accurately and some templates are available to assist you in the appendix section of this manual (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

CBMs are primarily used as a method for progress monitoring at L'Anse Areas Schools and are known for being brief, easy to administer and score, and produce data that predicts a student's academic success. A list of various CBM tools can be found in the resources section of this manual or on the staff "S" drive. CBMs are used for both screening/benchmarking and

progress monitoring. Other measures of student performance such as classroom observations, state-wide and district-wide assessments, and other classroom specific testing may be considered when measuring the effectiveness of the interventions decided upon (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

The data collected during Tier 1 progress monitoring of ‘at-risk’ students helps teams make informed decisions at the classroom level. It provides information on the need for instructional and curricular changes so every student can be successful. Students who do not reach a proficiency level at Tier 1 will need more strategic interventions (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

The decision to advance to Tier 2 is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier 1. A holistic approach is needed when determining possible causes of the failure to progress such as medical conditions, family crisis, or other traumatic life changes that may impact the student’s classroom performance. If these events are short-term, the team may decide to keep the student in Tier 1 and provide other supports to address the personal needs of the student. In very rare cases, some students are significantly below Tier 1 and Tier 2 peers, indicating a need for Tier 3 intensity in order for the student to make progress. The RTI Team will make this determination when reviewing the student’s individual needs. Many interventions can and should be done in the regular classroom (Tier 1), using differentiated instruction even if the teacher has Tier 2 or 3 students in their classroom (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Tier 2 - Strategic Interventions

At Tier 2, strategic interventions are provided to students who are not meeting the desired standards despite differentiated high-quality instruction and a researched based curriculum. Tier 2 consists of 5-10% of the student body. Strategic interventions supplement (not replace) the instruction in the curriculum provided in Tier 1 and should be aligned to specific students needs and decided upon interventions. Decisions about appropriate strategic interventions should be made when a student enters Tier 2 and then reviewed through progress monitoring at decided upon intervals after interventions have begun (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Strategic interventions are meant to be short-term and are put in place for immediate implementation. Students may remain in Tier 2 as long as they are making reasonable progress. While no specific time frame is required, interventions need to be in place for a period long enough to collect meaningful data. This will allow the RTI team to make informed and well documented decisions. Interventions are provided in smaller groupings; may occur in the general education classroom or in other settings such as the Title I room. Instruction must be provided by staff with training in the intervention chosen by the RTI Team (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

At Tier 2, progress monitoring involves reviewing existing data of the student’s performance and progress using CBM or DIBELS data. Progress monitoring is done more frequently at Tier 2 than Tier 1, usually occurring two times per month, or more frequently as

determined by the RTI Team. Data gathered through Tier 2 progress monitoring informs the RTI team of changes needed to the student intervention plans. For example, if progress monitoring data reflects student performance and progress below the goal line over four consecutive periods of data collection, the amount and frequency of the intervention should be increased, or new strategic interventions should be added (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Students who are successful at Tier 2 may no longer require Tier 2 supplemental instruction or interventions once they reach their benchmark goal. However, a significant number of students experiencing success in Tier 2 will continue to need this level of support over an extended period of time to remain successful. For a small percentage of students, Tier 2 interventions will not be enough. If a student is not making adequate progress after it is determined that Tier 2 strategic interventions have been implemented with fidelity, the student may require intensive interventions at Tier 3 (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Tier 3 - Intensive Interventions

Intensive interventions at Tier 3 are meant to accelerate a student's rate of learning. This is done by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of growth with the interventions provided at Tier 1 and Tier 2. Intensive interventions at Tier 3 are supplemental to Tier 1 and Tier 2 interventions and are targeted to specific individual student needs. Students at Tier 3 are those students who are performing significantly below standards and who have not adequately responded to interventions provided at Tier 1 and Tier 2 (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Tier 3 generally serves fewer than 5% of the student body. Intensive interventions are usually delivered in groups of approximately 2-5 students in the Title I classroom. Progress monitoring at Tier 3 is completed more frequently, at least on a weekly basis. In addition to the interventions the student is receiving in the curriculum and Tier 2, they may need even more additional time or modifications to be successful (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Students who are successful at Tier 3 and no longer need intensive individualized interventions may be returned to previous levels. Students who are not successful or require permanence in terms of Tier 3 intensity should be referred to Special Education for more norm based assessments (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Problem Solving Process

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers 1, 2 and 3. Decisions are made by the RTI Team which is composed of individuals who are qualified to make important educational decisions and to determine how resources will be used. The composition of an RTI Team will change by adding additional specialists' expertise as students move from tier to tier. RTI Teams should always include the student's general education teacher(s) and parents. However, RTI Team participants might include: Title I teacher, school administrator, school counselor, special education teacher, school psychologist, speech and language pathologist, additional general education staff, and paraprofessionals. In our school district we include the principal, special education teacher, school counselor, school psychologist, general education teacher(s), any needed specialists, and the student's parents. In making decisions, teams should use the following approach (Canter, 2004; NRCLD, 2007):

- **Define the problem** - When a concern is raised, the first step is to review the concern and attempt to identify the problem. The RTI Team should first review existing student data from the general education teacher or previous teachers to determine specific problems. For example, a student should not be identified as simply having an academic or a behavior problem. The team should try to narrow the problem (based upon available data) to identify the deficit skill area(s) (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, reading comprehension or peer interactions, etc.) (Canter, 2004; NRCLD, 2007).
- **Analyze the cause** - Once the problem is defined, the RTI Team needs to develop an idea as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through differentiated instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through differentiated instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's learning trend (e.g., progress) in the areas of concern identified by the RTI Team. The team should also compare the student's progress to peers over time (Canter, 2004; NRCLD, 2007).
- **Develop a plan** - Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The team does this by developing a plan that includes: an implementation timeframe; the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention (e.g. classroom teacher, Title I teacher, etc); and a timeframe to evaluate the effectiveness of the intervention. The student's plan should outline the goal for progress. The team plots an aim line (goal line) which shows the desired rate of progress a student needs to reach the goal from the current baseline. The RTI intervention plan should be developed to form one collective plan for the student (Canter, 2004; NRCLD, 2007).

- **Implement the plan-** Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Schools should document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and online graphs of student progress, etc.) (Canter, 2004; NRCLD, 2007).
- **Evaluate the plan -** In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The data must be charted or graphed online if possible. The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student's current performance and progress is compared to their projected "aim-line." If performance falls significantly below the aim-line over three or four consecutive monitoring periods, the RTI Team should revisit the intervention plan to make appropriate modifications or revisions (Canter, 2004; NRCLD, 2007).

Decision Making Along the Continuum of the Pyramid of Intervention

Tier 1

- Universal screening or benchmarking conducted at school level
- Evidence based curricula and strategies in place for all students and differentiation is documented by general education teachers through the general education classroom
- At risk students identified in an area of instructional delay (language, academics, behavior) using appropriate CBM or Dibels data.
- Any student identified as at risk is monitored for at least a grading period with progress monitoring tool or CBM in order to determine instructional effectiveness
- Data included and analyzed by classroom general education teacher for decision making that shows if Tier 1 interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions (LAS RTI Team, 2010).

Tier 2

- Parents notified that additional small group instruction in Title I classroom may be needed for student and student study meeting is scheduled.
- Contact parent through a conference or call and send home written documentation of strategies that will be attempted if not able to attend meeting.
- Small group instruction in Title I classroom in addition to core curriculum provided to student for at least one grading period.
- Progress monitoring administered at least every two weeks to determine if a change in delivery or strategy is required.
- If data after three progress monitoring checks indicates regress or no progress, the Student Study Team (SST) will meet to determine if more intensity in delivery time or instruction is needed (LAS RTI Team, 2010).

Tier 3

- Student remains at lowest 25% of performance in area of concern. Additional interventions are necessary by teachers, parent(s), or other LAS staff members. The SST process is continued and a referral to special education is discussed with the School Psychologist.

- Baseline and progress monitoring data from Tier 2 are analyzed to create specific goal(s) for student success and academic or behavioral growth.
- The SST may determine the need for additional information on the student. This may include the use or administration of informal or formal measures to gather individual data on the area of concern.
- Members of the SST collaborate to identify no more than two specific interventions to utilize with the student.
- The plan for implementation includes a timeline detailing how long the intervention will be implemented and dates for progress monitoring.
- If the child is making progress using the new interventions, the interventions will continue for a minimum of 6-8 weeks. If progress toward the goal is minimal, the SST members will revise or change the intervention.
 - The intervention plan should be implemented for at least four weeks before any changes are made.
 - If the intervention plan is successful, the SST will create a plan for reducing the level of support needed by the child to the Tier 2 level. This plan should include a realistic timeframe for accomplishing this goal.
- The SST may make a referral to special education if the intervention plan and its revisions are not successful in helping the child meet the goals identified by the SST team and after consultation with the school psychologist (LAS RTI Team, 2010).

RTI and Behavior

IDEA 2004 discusses the use of RTI to identify and provide support for students with possible specific learning disabilities. However, many students who struggle academically also exhibit problem behaviors. There are a variety of reasons why students misbehave. Some students will misbehave because they “won’t do it,” or because they try and “can’t do it.” The fact remains that behavior and academic success are closely related and need to be addressed together to ensure a student’s success (IDEA, 2004).

In an RTI approach to behavior, collected behavioral data (e.g., observation, office referral patterns, classroom behavior slips, etc.) provides a basis for making decision on behavior supports. A student who displays challenging behavior should be assessed, just as the student would if an academic concern was raised. Based on the results, staff uses research-based practices to support the student in reducing challenging behaviors and developing positive attitudes towards learning and a positive social life at school. Many research-based behavior interventions should be considered such as: positive reinforcement, social learning experiences, teaching thinking skills, problem solving, impulse control, and anger management (Sprague, 2006).

The universal screening that applies to behavior at Tier 1 suggests that schools have effective positive behavioral systems in place. Despite this, there will be some students that will need additional strategic and/or intensive behavioral interventions (Sprague, 2006). Information on our school-wide behavioral system can be found in the resources section of this manual along with information and checklists to document and help eliminate problem behavior.

Child Study Meeting Content and LAS RTI Team Requirements

Core Team Members

- The Principal or their designee
- Special Education Teacher
- School Counselor
- School Psychologist assigned to the school
- General Education Teacher
- Parent(s)/Guardian(s) if Available

RTI/SST Meeting Requirements

A minimum of three RTI/SST meetings will be required before Tier 3 services unless there is a significant and documented need meeting legal requirements for bypassing the RTI/SST process. Our assigned school psychologist will determine if conditions meeting bypass requirements are present (LAS RTI Team, 2010).

Involving parents at all phases is a key aspect of a successful RTI program. As members of the RTI Team, parents can provide a critical perspective on students, therefore increasing the likelihood that RTI interventions will be effective. For this reason, we must make an honest effort to involve parents as early as possible, beginning with instruction in the general education curriculum. This can be done through traditional methods such as parent-teacher conferences, regularly scheduled meetings, or by other methods. Parents must be notified of student progress within the RTI system on a regular basis (LAS RTI Team, 2010).

Pre-meeting Requirements Developed by the LAS RTI Team, 2010

- Begin collecting data about concerns (saved student work, notes about specific concerns with specific details of concerns, check lists, etc.)
- Look at child placement card for list of concerns from previous years and suggestions previous teachers have made that work well with the student.
- Check CA60 for notes of a previous child study meeting if general education teacher was not given an updated information sheet on student.
- Meet with previous year's teacher to see if this is a new concern or if the problem existed last year and what may have been done to address the issue.
- Meet with mentor teacher for suggestions and problem solving ideas if not a tenured teacher.
- Meet with grade level teachers with concerns and things to try prior to meeting.
- Discuss concerns with Title I teacher and grade level assigned special education teacher for more ideas

Initial RTI Meeting Activities Developed by the LAS RTI Team, 2010

- Should include the parent, teacher and at least two RTI Core Team Members

- Complete and review background information with parent
- Review concerns regarding academic, behavioral, social or emotional progress
- Determine specific area of need (identify the problem)
- Establish needed interventions
- Determine progress monitoring schedule and who will be responsible for conducting them (must be at least bi-monthly monitoring)
- Record all the information
- Schedule follow up meeting

Second RTI Meeting Activities Developed by the LAS RTI Team, 2010

- Should include the parent, teacher and at least two RTI Core Team Members
- Review the data collection of the past 6-8 weeks
- Determine if the student is making progress toward meeting expectations
- Either continue with the interventions or select new intervention if not responding to the first interventions.
- Determine progress monitoring schedule and who will be responsible for conducting them (must be at least weekly monitoring)
- Record all the information
- Schedule follow up meeting

Third RTI Meeting Activities Developed by the LAS RTI Team, 2010

- Should include the parent, teacher, and at least two RTI Core Team Members. The school psychologist must also be invited to this meeting!
- Review all data collected in the 12-16 week period, testing information, background information.
- Determine if the student is making progress toward meeting expectations.
- Either continue with interventions or complete a referral to Special Education.
- If continuing with interventions, determine progress monitoring schedule and who will be responsible for conducting them (must be at least weekly monitoring)
- Record all the information
- Schedule follow-up or Multidisciplinary Evaluation Team (MET)

Note: If a student is making adequate progress at any level, they can move up and down the pyramid in a continuum of services at any time. If they make adequate progress and move from Tier 3 back to Tier 2 the RTI/SST meetings may no longer be necessary and the students will continue to be monitored by the SST Team for continued progress (Canter, Klotz & Cowan, 2008; Fuchs, Johnson, McKnight, & Mellard, 2006).

Initial RTI Meeting Agenda Developed by the LAS RTI Team, 2010

1. Introductions
 - a. Appoint a record keeper (has been school counselor)
 - b. Appoint a meeting Chairperson (has been special education teacher)
2. Establish an End Time for Meeting
3. Purpose of the Meeting is Discussed
 - a. Describe academic/behavior problem
 - b. Present baseline data for each area or other informal data that has been collected
4. Discuss the appropriate academic/behavior grade level expectations
5. Discuss any other factors contributing to difficulties
6. Develop Strategies
 - a. Identify reasonable short term goal to reach identified goal
 - b. Review Research Based Interventions available
 - c. Select Intervention(s)
 - d. Determine schedule of intervention
 - e. Determine who will be responsible for conducting the intervention and data collection
 - f. Determine the assessment used to progress monitor
7. Schedule a Follow Up Meeting Date and Time
8. Dismiss

Follow Up RTI Meeting Agenda Developed by the LAS RTI Team, 2010

1. Introductions
 - a. Appoint a record keeper (has been school counselor)
 - b. Appoint a meeting Chairperson (has been special education teacher)
2. Establish an End Time for Meeting
3. Purpose of the Meeting is Discussed
 - a. Review target academic, behavior, speech problem
 - b. Review baseline and informal data recorded in previous meeting
 - c. Provide data collected since the last meeting
4. Determine if Previous Short Term Goal was Met
 - a. If goal was met: continue and increase the goal
 - b. If goal was not met: change intervention and goal
 - i. Identify a new reasonable short term goal
 - ii. Review interventions available
 - iii. Identify intervention to be used
 - iv. Identify who will deliver intervention
 - v. identify schedule of intervention and data collection
 - vi. identify assessment measure and schedule
5. Schedule Follow Up Meeting Date and Time
6. Dismiss

Response to Intervention Checklist (Tier III) Developed by the LAS RTI Team, 2010

This checklist serves as a guide to completing the Response to Intervention process. This checklist is a guide and may not be all inclusive for all RTI/SST cases.

- ___ 1. Teacher notifies the school RTI coordinator by email that there is a need to open an RTI/SST case for an unresolved academic or behavioral problem.
- ___ 2. School counselor accesses the RTI file in CA60 and provides the teacher with the RTI Background Information Form.
- ___ 3. The school counselor will complete the Initial Parent Invitation Letter
- ___ 4. The school counselor mails or sends home the Parent Invitation Letter
 - Date Mailed: ___/___/___
- ___ 5. Initial SST meeting held with the teacher, the parent, and at least two *Core Team* members.
 - Date Meeting Held: ___/___/___
 - Reviewed Background Information Form
 - Baseline DATA reviewed
 - Developed Interventions to address individual student needs
 - Cumulative Records Reviewed
 - Social or Home issues related discussed
- ___ 6. Interventions implemented with fidelity and progress monitored regularly
- ___ 7. Follow up RTI meeting scheduled
 - Parent Invitation sent home or mailed ___/___/___
- ___ 8. Follow up RTI meeting held
 - Date Meeting Held: ___/___/___
 - Review DATA from progress monitoring plan
 - If progress *is* being made continue with intervention and set a new goal
 - If progress *is not* being made review other interventions and create new intervention and progress monitoring plan with a new schedule (Interventions must be delivered for a minimum of 6-8 weeks. Multiple meetings may be held to review and adjust goals and interventions during those 6-8 weeks as deemed appropriate for the student by the RTI team.)
- ___ 9. Conduct additional RTI meeting as needed following steps 7 and 8 above.
- ___ 10. If the student is not making adequate progress and a disability is suspected, the RTI coordinator will contact the school psychologist to arrange attendance at one of the above follow up meetings to determine if a referral for a 504 or a special education evaluation is needed to address the student's continuing lack of progress.

Parent Notification of Meeting Developed by the LAS RTI Team, 2010

Date: _____

Dear Parents/Guardians of: _____

As you know there is a concern about your child’s academic and/or behavioral progress in school. We would greatly appreciate your help in working with us and the other members of the school RTI Team to resolve these issues. You are a vital member of this team and we value your input. We will be having a meeting to discuss your child’s needs. It is our hope that we can develop an educational plan to help your child achieve the necessary skills for success in the ____ grade. We request your assistance in developing this plan. If you are unable to attend, you will be notified of any decisions.

Meeting: _____

Location: _____

Date: _____

Time: _____

If you have any questions, or if this meeting time is not convenient for you, please call me at the number below and we will discuss your questions or arrange a mutually convenient meeting time.

Sincerely,

RTI Team Chairperson

Phone: _____

----- please cut apart and return -----

Parent Response To Intervention (RTI) Team Meeting Invitation

Student Name: _____

Teacher: _____

Please complete and return to your child’s teacher.

_____ Yes, I will attend the meeting scheduled above to discuss my child’s academic/behavioral needs.

_____ No, I am unable to meet at the scheduled time. I will call to reschedule an appointment.

_____ No, I am unable to meet at the scheduled time. Please hold the meeting without me.

Parent Signature: _____

Date: _____

Student Study Team Meeting Request

Student Name: _____ Teacher: _____ Date: _____

Parent/Guardian Name/Address/Current Phone: _____

1. Check Areas of Concern(s):

Academic	Problem Behaviors	Communication	Personal Care	Health	Contributing Factors
reading	aggressive	language	dressing	visual acuity	curriculum
math	non-compliant	fluency	hygiene	visual tracking	trauma
spelling	poor attention	articulation	organization	hearing	personal loss
writing	work completion	voice	glasses	physical	anxiety
study skills	withdrawn	ELL	other	seizures	peers
other	disruptive	other		medication	family
	poor attendance			gross/fine motor	other
	other			other	

2. Check the strategies tried so far. Circle those that were effective:

General Review	Modify Environment	Modify Presentation	Modify Curriculum or Homework	Modify Expectation	Title Services
review file	change seating	pre-teach	change task size	group product	in class
talk with parents	quiet space	extra practice	change color	individual product	small group
talk with previous teacher	larger space	guided practice	provide computer	make it easier	Road to Code
seek peer help	work breaks	change pace	provide calculator	give more time	Road to Reading
classroom assessments	other	extra feedback	use visuals/manipulatives	tutor/mentor	Read Naturally
		provide patterns	change instruction	alternative response	Math
other		vary materials	provide a model	emphasize quality over quantity	other
		inc. instructional time	other	other	
		planned + reinforcer			
		other			

3. Teacher contacted parent date(s) & method (phone, letter, conference) prior to meeting:

4. Student History and Services

Health	Attendance - This year		Retention		Special Education Services		
Wears Glasses		Tardies		Yes		None	
Medication: name		Full Day		No		Resource Room	OT or PT
		1/2 Day		# of Schools Attended		Speech	Vision
							Hearing

Teacher will bring the following to the SAT Meetings: Work Samples In Class Assessment Scores (timed writing, math fluency, etc...) Purple slips or incident reports	SAT Coordinator DIBELS Grades Attendance
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Appendix A
Selecting the Right Intervention

Organization	Web Address	Reading	Math	Behavior	Science	Other
What Works Clearinghouse	www.w-w.c.org	X	X	X		X
The Florida Center For Reading Research	www.fcrr.org	X				
U.S. Department of Education Comprehension Centers	www.centeroninstruction.org	X	X	X	X	X
Intervention Central	www.interventioncentral.org	X	X	X		X
Center for Instruction	http://centerforinstruction.com		X			
Office of Special Education Programs	http://www.pbis.org/files/Blueprint%20draft520v3%209-13-04.doc			X		
Schoolwide Information Systems	http://www.swis.org			X		
National Center for Culturally Responsive Education Systems	http://www.nccrest.org	X		X		X

Universal Screening and Progress Monitoring Tools (CBM's)

Organization	Web Address	Reading	Math	Writing	Spelling	Other
Aimsweb	http://www.aimsweb.com/index.php	X	X	X	X	X
Dibels	http://dibels.uoregon.edu	X	X			
National Center on Student Progress Monitoring	http://www.studentprogress.org/chart	X	X	X		

Teacher Resources:**Common Behavior Terms**

The following terms refer to different measures to assess behaviors which are often discussed when meeting with the behavior modification team from the Intermediate School District.

- **Frequency:** The number of times a specific behavior occurs during a set period of time. Frequency data is typically used to track behavior(s) that occur frequently and have a clear beginning and end. For example, counting the number of times a student talks out in class during a 50 minute period (CDE, 2011).
- **Duration:** The length of time a specific behavior lasts. This data is useful in tracking behaviors like tantrums, self-stimulation, or off-talk behaviors. For example, measuring how long a student was out of his seat (CDE, 2011).
- **Intensity:** The measure of the severity of a specific behavior; intensity may be described by how much effort a student puts into behavior. Intensity can be highly subjective, so it is critical to clearly define different levels of intensity for a specified behavior (CDE, 2011). For example, a student's talking out behavior may have three levels of intensity:
 - talking out with an inside voice
 - talking out with an outside voice
 - yelling and screaming.

BEHAVIOR INTERVENTION DATA COLLECTION CARD

Child's Name: _____

Date	Behavior	Intervention	Consequences	Comments

Special Considerations:

BEHAVIOR INTERVENTION DATA COLLECTION CARD

Child's Name: _____

Target Behavior: _____

Frequency of Behavior Data Collection

Monday		Tuesday		Wednesday		Thursday		Friday	
1	16	1	16	1	16	1	16	1	16
2	17	2	17	2	17	2	17	2	17
3	18	3	18	3	18	3	18	3	18
4	19	4	19	4	19	4	19	4	19
5	20	5	20	5	20	5	20	5	20
6	21	6	21	6	21	6	21	6	21
7	22	7	22	7	22	7	22	7	22
8	23	8	23	8	23	8	23	8	23
9	24	9	24	9	24	9	24	9	24
10	25	10	25	10	25	10	25	10	25
11	26	11	26	11	26	11	26	11	26
12	27	12	27	12	27	12	27	12	27
13	28	13	28	13	28	13	28	13	28
14	29	14	29	14	29	14	29	14	29
15	30	15	30	15	30	15	30	15	30

Comments:

Student _____ Week of ____ - ____ Teacher _____

Circle the appropriate rating: 5=always 4=most times 3=sometimes 2=seldom 1=never NA=not applicable

Weekly Rating	Behavioral Objectives:	Monday	Tuesday	Wednesday	Thursday	Friday
5 4 3 2 1 NA	1. Attends class	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	2. On time to class	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	3. Begins task promptly	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	4. Stays on task	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	5. Follows directions	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	6. Has required materials/Materials organized	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	7. Completes classwork/Tests/Exams	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	8. Completes homework	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	9. Completes assignments on time	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	10. Follows class/School rules/Procedures	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	11. Correctly asks for assistance when needed	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	12. Stays in assigned area/Sits appropriately	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	13. Accepts assistance from Adults	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	14. Cooperates with peers/Resists peer pressure	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	15. Accepts criticism / consequences	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	16	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	17	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	18	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	19	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
5 4 3 2 1 NA	20	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA	5 4 3 2 1 NA
	Total	Total	Total	Total	Total	Total

Each obj was reviewed with the student at the end of the period and a plan developed to address problem areas.

Revised by the LAS RTI Team, 2010 with the guidance from the behavior modification consultant from the CCISD.

Current Behavior and Attendance Plan in Place at C.J. Sullivan Elementary
Information taken from the 2010-2011 Student Handbook

POSITIVE BEHAVIOR

Positive behavior will be recognized through Sully cards and good citizenship awards.

DISCIPLINE GUIDELINES - SCHOOL WIDE

Reminder: All school rules apply on school property and at all school sponsored activities and events.

Our goal is to encourage students to practice the self-discipline they are going to need as they mature. We believe it is important that parents, teachers, and administration be consistent in enforcing our school rules. It is only as we move forward as a team and work together that good building discipline can be realized and a set of consistent expectations in behaviors be developed on the part of students.

It is expected that all students will:

1. not violate the rights of other people.
2. not engage themselves in activities that will prove to be dangerous to themselves or others.
3. respect other students, faculty and staff, and school property.

The above behaviors give rise to a multitude of more specific expectations, but are the essence of the school-wide discipline plan. **Please keep in mind that it is impossible to list every possible incident subject to disciplinary action.** It will be the judgment of the Principal to determine if other acts of behavior beyond those listed in the Student Code of Conduct are punishable and what action will be taken. The degree of discipline may be increased or decreased based on aggravating or mitigating circumstances, and all previous discipline incidents will be considered when a student reports to the office. Student violations will be divided into three categories: Minor infractions, Intermediate infractions, and Major infractions.

MINOR INFRACTIONS:

Examples of minor infractions include: running in the halls, chewing gum, teasing, cheating, unsafe playground behavior (e.g., pushing, shoving, tackle football), throwing snowballs, throwing food in the cafeteria, misuse of library, not lining up outside, excessive noise in the building, failure to follow classroom rules. Each of these behaviors will include a Behavior Improvement Slip (please see p. 28/29) from the faculty/staff

person observing the behavior to the student’s homeroom teacher, where points will be added to the student’s Discipline Point Bank. Once a student accumulates 20 or more discipline points, the homeroom teacher will make a referral to the principal and it will be treated as an intermediate infraction.

BEHAVIOR IMPROVEMENT SLIP

_____ Student’s Name

_____ Date

_____ Homeroom Teacher

_____ Referring Teacher

PROBLEM BEHAVIOR:

_____	Wearing hat in building	2 Points
_____	Chewing gum	2 Points
_____	Eating outside cafeteria	2 Points
_____	Inappropriate clothing	3 Points
_____	Not lining up outside	3 Points
_____	Running in halls	4 Points
_____	Littering	4 Points
_____	Excessive Noise in Building	4 Points
_____	Failure to follow classroom rules	5 Points
_____	Teasing	5 Points
_____	Spitting	5 Points
_____	Inappropriate Hallway behavior	5 Points
_____	Inappropriate Bathroom Behavior	5 Points
_____	Inappropriate Lunchroom Behavior	5 Points
_____	Inappropriate Recess Behavior	5 Points
_____	Other	
Total Points _____		

All points will be added to each student’s point bank. Once a student has accumulated 20 Points, a discipline referral will be issued by the homeroom teacher to the Principal and treated as an intermediate infraction. Each additional 15 points will result in an additional discipline referral.

INTERMEDIATE INFRACTIONS:

Once a student has accumulated 20 points all of the above infractions will become intermediate infractions. Each student will receive another referral after accumulating 15 points. A copy of the referral will be sent to the Principal and a copy will be mailed home.

1st Offense: 1 Hour Detention or School Service

2nd Offense: 1/2 Day In-School Suspension

3rd Offense: Call to parents + 1 Day In-School Suspension

4th Offense: Meeting with parent and student + 1 day In-School Suspension

5th Offense: Progress to Major Infraction Code

MAJOR INFRACTIONS:

Examples of major infractions include: Insubordination, swearing, skipping school, stealing, fighting, use or possession of tobacco/drugs/alcohol, destruction of property, inappropriate gestures, sexual, racial or religious harassment or remarks including anti-Semitic, destructive bathroom behavior, verbal threats, false fire alarm, and trespassing. Each of these behaviors will include a referral from the teacher observing the behavior to the Principal. A copy of the referral will also be mailed home. Students will also telephone their parents at the time of the incident. Each of these infractions may also lead to a referral to the police and or a conference with a parent/guardian.

If a student is suspended or expelled from school, they may not attend or participate in any school-related extra-curricular activities. In addition, students who are either suspended or expelled may not be in the school building or on school grounds at any time without the permission of the office.

Note: Students from the elementary school participating in classes at the high school/middle school will abide by high school/middle school policies as they pertain to participation in the particular classes. Students so assigned will be given a middle school handbook during their first week of attendance in the class.

Any student receiving a combination of 6 discipline referrals and/or bus referrals in the course of the year will lose any field trip privileges for the remainder of the school year. Students entering after the start of the school year will be prorated according to the amount of time remaining in the school year.

HAZING : Board Policy # 8270

Hazing Prohibited

Soliciting, encouraging, aiding, or engaging in “hazing” on or in any school property at any time, or in connection with any activity supported or sponsored by the District, whether on or off school property, is strictly prohibited.

“Hazing” means any intentional, knowing, or reckless act meant to induce physical pain, embarrassment, humiliation, deprivation of rights or that creates physical or mental discomfort, and is directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team sponsored by the District and whose membership is totally or predominately other students from the District.

BULLYING: Board Policy # 8260

Bullying Prohibited

Bullying is a form of harassment. For the purposes of this policy, “bullying” is defined as:

“The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school.” Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this District, and is prohibited.

Students who engage in any act of bullying while at school, at any school function, in connection to or with any District sponsored activity or event, or while enroute to or from school are subject to disciplinary action, up to and including suspension or expulsion. As may be required by law, enforcement officials shall be notified of bullying incidents.

1st Offense: 1 Day Suspension

2nd Offense: 3 Day Suspension

3rd Offense: 5 Day Suspension

4th Offense: 10 Day Suspension

5th Offense: Student will remain out of school pending a recommendation to the L’Anse Area Schools Board of Education for expulsion.

The perpetrating student(s) will clean up littering and/or damage resulting from malicious destruction or parents will be billed for the cost of cleanup.

TERRORISTIC THREATS/ACTS: Board Polity # 8255

The Board recognizes the danger that terroristic threats or acts by students present to the safety and welfare of District students, staff, and community. The Board acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

A terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience.

A terroristic act shall mean an offense against property or involving danger to another person. Any such threat, either real or intended as a joke, or any terroristic act will not be tolerated in or around the L'Anse School District, its properties or in or on any vehicle or watercraft owned, leased, rented or used in connection with any school activity and hereby adopts a "zero tolerance" of any such actions.

The Board directs the Superintendent to react promptly and appropriately to information and knowledge concerning a possible or actual terroristic threat or act and to initiate or recommend the most serious disciplinary action available under the law for such threats or acts.

**ASSAULTS COMMITTED BY STUDENTS AGAINST SCHOOL PERSONNEL:
Michigan Law (STUDENT ON ADULT ASSAULT)**

Mandatory expulsion of a minimum of 180 days is required of students who physically assault an employee or volunteer or contractor of a school district. Expulsion of up to 180 days is also required of any threat or similar threat directed at a school building, other property, or school related event.

Verbal Assault shall be defined as: Any willful verbal threat to inflict injury upon another person, under such circumstances, which create a reasonable fear or imminent injury, coupled with the apparent ability to inflict injury.

MICHIGAN LAW PA 102 (STUDENT ON STUDENT ASSAULT)

The Board of Education shall expel a student in grade six or above for up to 180 days if the student commits a physical assault against another student on school property, on a school bus, or other school related vehicle, or at a school sponsored activity or event. For more information refer to Board Policy 8255.

Definition of Physical assault: Intentionally causing or attempting to cause physical harm to another through force or violence.

1. ARSON – Intentionally setting a fire.
2. ASSAULT – Physical violence to all other persons.
3. BOMB THREAT
4. BULLYING – The repeated intimidation of others by the real or threatened infliction of physical, verbal, written electronically transmitted, or emotional abuse, or through attacks on the property of another.
5. BURGLARY – Theft or possession of stolen property.
6. EXPLOSIVES – Explosives are not permitted on school property or at school sponsored events. This includes fireworks.
7. EXTORTION, BLACKMAIL OR COERCION – Obtaining money or property by violence or threat of violence or forcing someone to do something against their will by force or threat of force.
8. FIRE ALARM – Pulling a fire alarm when there is not a threat of fire.
9. GAMBLING
10. HAZING – Any intentional, knowing, or reckless act meant to induce physical pain, embarrassment, humiliation, deprivation or rights or that creates physical or mental discomfort, and is directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team sponsored or supported by the District and whose membership is totally or predominately other students from the District.
11. LARCENY/THEFT
12. MALICIOUS MISCHIEF – could involve questionable drawings (i.e. violence, weapons, etc.) or offensive drawings of another person, classroom behavior and property damage.
13. ROBBERY – Stealing from an individual by force or threat of force.
14. SALE, POSSESSION, USE OR MISUSE OF ALCOHOL, DRUGS OR UNDER THE INFLUENCE OF DRUGS/ALCOHOL.
15. TERRORISTIC THREATS/ACTS – Board of Education Policy Number 8255-2
16. TRESPASS – Being present in an unauthorized place or refusing to leave when

ordered to do so.

17. UNLAWFUL INTERFERENCE WITH SCHOOL AUTHORITIES – Interfering with administrators or teachers by force or violence.
18. UNLAWFUL INTIMIDATION OF SCHOOL AUTHORITIES – Interfering with administrators or teachers by intimidation with threat of violence.
19. VIOLENCE – instigating riots, demonstrations, etc.
20. VIOLATION OF STATE LAWS AND LOCAL ORDINANCES – the commission of or participation in such activities in the school building, on school property, or at school sponsored events is prohibited. The school regardless of whether or not criminal charges result will take disciplinary action.

APPEAL PROCEDURES

- Step 1 Parents may appeal the decision regarding suspension resulting from attendance or behavior discipline made by the principal. Such requests shall be made in writing within the period of suspension. During the appeal process the suspensions will be held in abeyance. The principal shall affirm or modify the terms of her action in writing within two school days from the date of the appeal.
- Step 2 Within five school days of the principal’s decision, the parent may appeal such decision in writing to the Superintendent of schools or his designee. During the appeal process the suspensions will be held in abeyance (temporary inactivity). The superintendent shall affirm or modify the decision of the principal within five school days from hearing the appeal in writing.
- Step 3 The superintendent’s decision may be appealed, in writing, to the board of education policy committee within five school days of the superintendent’s decision. The letter of appeal must give members of the policy committee permission to examine the students’ files and records in the school. During the appeal process the suspension will be held in abeyance. The Policy Committee will schedule a meeting with the parents filing the appeal. The decision of the Board of Education Policy Committee is final.

Current Attendance Policy **Board Policy # 8020 & 8035**

L’Anse Area Schools is a full time school, and all students are expected to be in attendance every day. Excessive absences and tardiness can be extremely detrimental to a child’s educational success and can lead to failure. Each student of L’Anse Schools is expected to be in school every day unless there is:

1. Illness
2. Death in the family.
3. Urgent need at home.
4. Medical appointments during school hours are discouraged. This will be treated as an excused absence.
5. Out of town trips - advance notice is needed. Trips will be treated as a pre-excused absence. Please obtain a pre-excused absent slip.

The parent or guardian will call the Principal's office before 3:00 P.M. on the same day as the student's absence. Please phone 524-7365. Failure to notify the school by phone or written notice will result in an unexcused absence.

Absences that will count against accumulated absences are: Excused absences, Unexcused absences and Skipping.

Students who are excused will have the privilege of making up class work missed. It will be the student's responsibility to get the assignments from the teachers. Students shall be allowed one class day plus the number of class days absent to complete this work. Assignments not completed and returned will be graded accordingly. Missed class work and homework will be recorded as "O" (zero) if the student does not complete the work and turn in as required by the teacher.

Students who miss an excessive amount of school will be dealt with as per policies. Truant students under the age of 16 years of age will be referred to the Truant Office, if available, and possible Probate Court.

ATTENDANCE/TARDY POLICY

Attendance is defined as: being physically present in the classroom when the bell signals class to begin and being present in class for the specified number of class hours per year.

Tardy is defined as: not being physically present in the classroom after the bell signals the beginning of the class. Tardiness is counted only until 9:07 a.m.; after 9:07 a.m. they are counted as absent for the morning. Exceptions to the tardy rule include doctor's note or passes from school faculty. When at all possible, parents should notify the school when it will be necessary for a child to be late. Repeated tardiness interferes with the student's progress in school. Oversleeping is an unexcused tardy.

Guidelines for Tardiness:

- Late bus announcements from the office: first period tardiness not counted.
- Snow days, icy road conditions, excused by: Parents by 12:00 noon on the day of the tardy: first period tardiness not counted.

PERFECT ATTENDANCE POLICY: Perfect attendance is being at school every day and in the classroom on time. School starts at 8:07 a.m.

Exceeding the number of absences/tardiest in a class may result in retention for that year.

1. This policy will be based on the number of absences and tardiness accumulated by a student within a semester.
 - A. If 10 absences are accumulated by the end of the semester, a mandatory meeting with the parents, teacher and principal will be held. **THIS INCLUDES EXCUSED AND UNEXCUSED ABSENCES.** Exceptions to this policy (absences not counted towards failure to earn credit) are:
 - Hospitalization/long term illness (doctor verification)
 - Residential treatment problems (official verification)
 - Bereavement absences (principal verification)
 - School-approved activities, which require absences and have followed proper procedure. When a student is gone from a class on a school approved activity, they will not be recorded as an absence from school, but absent only in the essence of making up the worked missed. (Explanation of school approved activities are found under a separate section)
 - Emergency or unusual situations (to be determined by the administration).
 - Religious instruction
 - Professional appointments only with a slip from the doctor or dentist (dentist, doctor, court appointments)
 - In school suspensions or detentions
 - Snap suspensions made by individual teachers.
 - B. Both excused and unexcused absences will be used in the counting of absences, except as noted in a. 1 above.
 - C. Students with excused absences will have the opportunity to make up work that is missed. It is the student's responsibility to exercise this right and make arrangements with the teachers. Make-up work will be provided upon the student's return to school or after school the day of the absence. No advance homework will be given. The student will have the time missed plus one day to complete the assignments.

Unexcused absences are:

1. Suspensions

- a. Out of school suspensions will count towards the attendance policy.
- b. A student who is suspended will not receive credit for the work missed.

NOTIFICATION:

1. After the 5th absence from school the following procedure will be followed:
 - A. The teacher will fill out an accumulated Absent From Class form and bring it to the office for mailing to the parent.
 - B. The parent, student, and principal will be notified. The form will contain a phone number for the parent to call the school to discuss the problem.
2. After the 8th absence from a class the following procedure will be followed:
 - A. The teacher will fill out an accumulated Absent From Class form and bring it to the office for mailing.
 - B. The parent, student and principal will be notified. The letter will be sent out certified mail. The parent will have an appointment with the principal to discuss the situation.
3. If a 10th absence occurs, the teacher will fill out an accumulated Absent from Class form and bring it the office. The parent must meet with the attendance board to determine the consequences whether the student will lose credit for the year. Copies will be given to the teacher. Notification is immediate on the 10th absence.
4. After the 10th absence a referral may be made to the Copper Country Intermediate School District Truancy Officer.

ATTENDANCE BOARD

1. At the request of the student or parent, the attendance board will meet with the parents and/or student to discuss any appeal of the 10-day policy.
2. The attendance board will consist of the Child Study Team.
3. The attendance board will convene for these purposes:
 - a. To hear appeals of those students who to determine if all the factors are present
 - b. To consider cases of longer absence periods, such as long term hospitalization, family vacation or residential treatment.

- c. To make recommendation.
- 4. The attendance board will meet based upon need and will be convened by the Principal.
- 5. All requests for longer absence periods must follow procedure if deemed *Necessary* by the Principal:
 - a. Presentations to the Attendance Board at least one calendar week before the absences occur.
 - b. Class work must be made up when the student returns to school. No advance homework will be given. The student will have the time missed plus one day to complete the assignments.
- 6. Official notification of the attendance board's decisions will be given to each teacher involved, the student, the parent or guardian.
- 7. Appeal process:
 - a. Attendance Board
 - b. Superintendent
 - c. Board of Education

Summary and Conclusion

Many students were struggling in the existing education system and they were forced to fail before they were given the needed resources to flourish in school. Teachers and other school community members became frustrated because they did not have the time or the tools to give students what they needed to be successful. The current Response to Intervention model offers many ways to give both educators and students the tools they both need to be successful. However, caution must be used before adopting another educational reform or initiative. The current Response to Intervention model has many benefits to students and educators, but like many new educational reforms and initiatives RTI is not the perfect fix. RTI does have faults and individual school district need to spend time adopting the current Response to Intervention model in order for RTI to be truly effective when being used within school districts. The current RTI model has the potential to identify the students who are struggling and provide them with the resources and tools they need to thrive or RTI can provide the data needed to refer students for further Special Education screening. However, if a school district does not invest the time and training needed to implement an RTI model correctly, the RTI program will fail and the students and educators using the program will only become more frustrated and further behind.

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