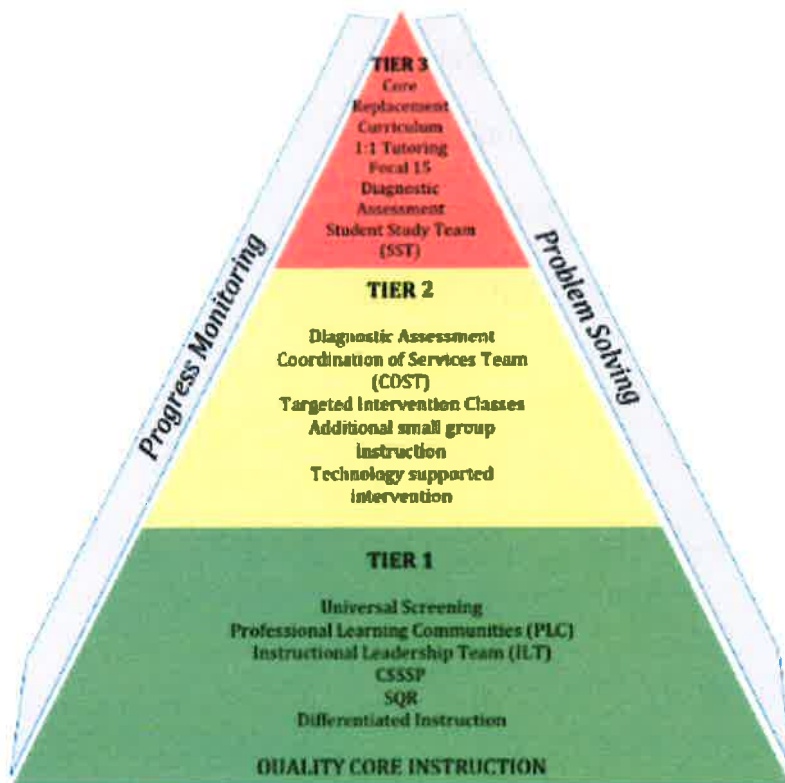


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# Westfall Local School District Protocols and Procedures Response to Intervention



## Committee

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### What is Response to Intervention?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

### What is the RTI process?

The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.

### How is it monitored?

Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

### What is needed for the RTI implementation to work well?

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time. This includes both academic and behavior.
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

# A Parent's Guide to Response to Intervention (RtI)



## What is Response to Intervention?

At Westfall Local Schools we are changing how we approach students learning in the classroom. Response to Intervention (RtI) is a combination of high quality instruction, research based interventions are assessment based on a student's learning needs. The goal of RtI is to intervene early and intensely to ensure student success.

## What can I expect in RtI as a parent?

1. Every child will have differentiated instruction based on their individual needs.
2. Information regarding current intervention plans.
3. Reports on your child's progress.

## RtI Components

1. Quality instructional and behavioral supports in the classroom.
2. School-wide screening to determine student needs.
3. Different tiers of interventions matched to student needs.
4. A team approach to solving problems and monitoring interventions.
5. A system to check student progress.
6. Review intervention plans regularly using student data.

## Parents Make the Difference

Parents and school personnel alike want to see kids do well. School should be something your child enjoys and a place where they find success. When a child is struggling in school, time can't be wasted. The partnership between parents and school is a key component of RtI. If your child is struggling please....

- Contact your child's teacher.
- Make sure that your child attend school daily.
- Let your child know that school is important to you.
- Make reading an everyday habit at home.
- Understand the assessments your child must take.
- Learn about the curriculum and interventions being used in your child's school.
- Ask how you can help your child at home.
- Share your child's successes!

*Adapted from the National Center for Learning Disabilities,  
Southeast Local Schools and Circleville City Schools*

## **Responsibilities of Personnel**

### **Administration**

- **District Level**
  - Establish/develop policy and procedure at district level
  - Provide philosophical and instructional leadership support
  - Help obtain and commit resources for screening, assessment, and interventions
- **Building Principals or Designee**
  - Provide philosophical and instructional leadership support
  - Organize universal screening schedules, materials, etc.
  - Help obtain and commit resources for screening, assessment, and interventions
  - Monitor the use of a research-based curriculum and data collection
  - Monitor eligibility decisions for referral for testing
  - Coordinate Tier 1 interventions
  - Provide for training and support
  - Model active participation and attendance
  - Provide professional development opportunities
  - Develop expert pools
- **RtI Coordinator**
  - Provide technical assistance and troubleshooting
  - Provide leadership for the Team, organize and implement agendas, monitor role clarity fidelity
  - Assist in the organization of universal screening
  - Monitor eligibility decisions for referral for testing
  - Evaluate the effectiveness
  - Coordinate all Tier 2 and Tier 3 services with RtI Coordinator and general education teachers and support staff
  - Train volunteers/paraprofessionals to progress monitor
- **RtI Team**
  - Facilitate/schedule meetings
  - Complete required paperwork
  - Coordination and communication with all involved parties
  - Monitor the fidelity of implementation
- **General Education Teachers**
  - Implement standards in the classroom environment meeting the needs of 80-90% of the population served. (Tier 1)
  - Implement PBIS model in the classroom. (Tier 1)
  - Implement differentiated instruction and provide supplemental interventions in small groups. (Tier 2)
  - Progress monitor (Tier 1, 2 & 3)
  - Serve on team to problem-solve and make instructional decisions for students.
  - Contact parents about concerns regarding academic or behavior issues.

- **Specialist-Title Teachers/ School Psychologist/Guidance Counselor**
  - Implement intensive research-based interventions for those students who need Tier 2 or 3 interventions.
  - Guide general education teachers with selecting tier 2 interventions and progress monitoring.

## Westfall Local Schools RtI Protocol

Step 1: Complete the RtI student form. Parent contact from the teacher is required through a phone call to explain that their child will be entering the RtI process. Also let them know that you will be sending home the family background form for them to fill out and return.

Step 2: Request a meeting with an RtI Coach. A meeting will be scheduled within 10 working days.

Step 3: Teacher brings baseline data and Family Questionnaire form.

### **Before the meeting:**

- Complete strengths and concerns form online and bring to meeting
  - All areas of the form must be completed before the meeting with 3 items in each area (pg. 35)

### **During the meeting:**

- Identify one academic and/or behavior area of need
- Complete 5 Whys Interview
- Set a DATA Goal
- Teacher contacts Expert Pool to determine an appropriate intervention(s)

Step 4: Teacher contacts the parent about the meeting (Form- Check list for conducting parent phone call (page 10 in What to do when you don't know what to do))

- Instruct parents, student and teachers to each bring 3 interventions ideas:
  - 1 for home
  - 1 for school
  - 1 for the student
- Work with RtI Team to set up intervention meeting date and time

Step 5: Hold parent meeting to determine RtI implementation plan

- Select 1 intervention for home, school and for the student

Step 6: Teacher/student/parent(s) implements interventions and tracks data (Progress Monitor)

Step 7: RtI Team and teacher will set follow up meeting date to revise if necessary

**\*Two cycles of focused intervention with limited progress made toward DATA goal must be completed before RtI team meets to consider referral for testing.**

**\*If a meeting is scheduled or continues past the normal school day; staff will be paid in accordance with the contract and must complete a time sheet.**



## **Westfall Local School Resources**

### **Tier 1**

Balanced Literacy Framework  
Marzano Identified High Yield Strategies  
PBIS  
Khan Academy  
Go Math  
Standards Based Instruction  
Differentiation Instruction  
Lexia  
MAP Resources  
Raz Kids  
Reading A-Z  
Brain Pop  
Lucy Caulkins Writing Materials  
Comprehension Toolkit

### **Tier 2**

Lexia  
Level Literacy Intervention  
Title 1 Services  
SOAR to Success  
Khan Academy  
Differentiation Instruction  
Intervention Central  
Easy CBM  
MAP Resources  
Connect Ed  
Touch Math  
Project MORE

### **Tier 3**

Spire Reading  
Edmark  
Wilson Reading  
Framing Your Thoughts  
Semple Math  
Project MORE  
Intervention Specialist  
Small Groups  
Resource Room  
Expanding Expression Tool

# 5 Reasons Deep Interview

\*Coach Says

\*Teacher Says

Clarification

1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
D A T A		

Baseline data needed before we start:

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## Westfall Local Schools Family Questionnaire

By providing complete information about your child, you will be assisting staff in creating a positive experience for him/her while in school. List any information about your child's habits, abilities or personality that you feel will be helpful to the staff, which cares for your child.

Student's Name	Nickname	Birthdate
Name of parent(s) or legal guardian(s) with whom the child lives		
Relationship to child		
Others that live at home		
Home#	Work #	Cell#
Email Address		
Primary Language Spoken	English	Spanish other (Specify)

Are there any special family arrangements, such as shared parenting, living in two homes, or custody specification, etc?  Yes?  No? If you answered yes, please specify:

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Are there any changes or transitions that your child has recently experiences or is experiencing? (i.e. divorce, new home, death of a family member, friend, or pet)  Yes?  No?

If you answered yes, please specify:

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Please share any concerns or helpful information that may assist the staff to meet your student's needs.

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## Assessment Map Form

Month	Essential Understanding	Indicator code	Indicators and Benchmarks	Common Authentic Assessment

## Think Sheet for Developing Accommodations and Interventions

<b>Break the root cause down into smaller skills</b>	<b>Accommodations</b>	<b>Interventions</b>

**Root Cause:**

# Meeting Minutes

Student:

Date:

Referring teacher(s):

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**DATA Goal:**

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**Who attended the meeting?**

**Who did not attend but needs the minutes:**

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**Brainstormed ideas:**

---

**Items requiring Action**

**Who**

**Does what**

**By when**

**How the plan's progress will be monitored:**

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**Date of next meeting:**

**Recommendation Page**

**Quarterly District Rtl Meetings**

**District Rtl Coordinator**

**Continue to train additional Coaches**

**Create Online Database of Forms and Student Files**

**Ask Eric about Behavior diagnoses.**

