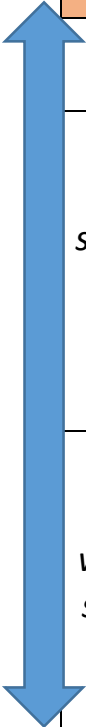


PCE's MTSS/RtI Teacher Handbook

I. The Nuts and Bolts of RtI

A. The **goal of RtI** is to provide interventions early so that students can be successful. The hope for all students is that we can provide a targeted intervention that will then close the performance gap and re-establish tier 1 instruction. Of course, if this level of support is not sufficient for a student, we must provide the level of support needed.

B. The layout of the process is based on a tiered system. The tiers are flexible allowing students to move through the tiers as needed based on current data.



Tier	Intervention	Progress Monitoring
1	All students receive high-quality instruction	Quarterly
2 <i>Tier 1 instruction is not sufficient for this student. They require specific, targeted help.</i>	Specifically targeted intervention based on individual need—occurs 2-3 days a week for 15-20 minutes. Groups contain anywhere from 4-6 students.	Biweekly based on the specific progress monitoring tool determined by the MTSS team.
3 <i>Tier 1 and 2 instruction was not sufficient for this student. Intensive help is needed almost daily.</i>	Specifically targeted intervention based on individual need—occurs 4-5 days a week for 15-20 minutes. Groups contain no more than 3 students.	Weekly based on the specific progress monitoring tool determined by the MTSS team.

C. In order to qualify for an MTSS/RtI plan, students must meet **PCE's current criteria**. This criteria is based on current classroom data (both formal and informal; as well as formative and summative). We are required to show that a child needs the intervention plan using **three different** pieces of data. Attached to this document is PCE's criteria for the 2017-2018 school year.

II. Your Responsibilities as Teacher of Record:

Below you will find a checklist of your responsibilities as the teacher of record when you have a student on a tier 2 or 3 intervention plan. Please note the differences found in academic versus behavioral plans.

Academic Plan Responsibilities



Contact parent regarding outcome of review meeting. Make note of this contact on the “Parent Contact Record”. ***You will need to turn this record in at the end of the school year.***



Deliver intervention as stated on plan with fidelity (team member will come by unannounced to do a fidelity check).



Administer progress monitoring data as stated on plan and note scores **and** dates on the “MTSS/RtI Data Review” form.



Contact Cristin Rudi or Alyssa Drilling for any resources needed or any issues that may arise.



Provide team with progress monitoring data using the “MTSS/RtI Data Review” form **at least 3 days before** scheduled review meeting.

NO data, NO meeting!

Behavior Plan Responsibilities



Contact parent regarding outcome of review meeting. Make note of this contact on the “Parent Contact Record”. ***You will need to turn this record in at the end of the school year.***



Deliver intervention (teaching component) as stated on plan with fidelity (team member will come by unannounced to do a fidelity check).



Track behavior as stated on plan (using the tool indicated on the plan)



Contact Cristin Rudi for any resources needed or any issues that may arise.



Provide team with behavior data **at least 3 days before** scheduled review meeting.

NO data, NO meeting!

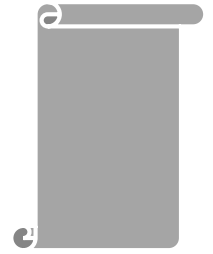
Plan(s) will be reviewed roughly 6 weeks from most recent meeting date. Data is required for the review meeting!*

III. Questions I Still Have...

- What if the student I refer doesn't qualify right now for a plan?
The team will carefully review your referral packet to determine if the child qualifies for a formal plan. If the child doesn't qualify at the time of review, the team will place the child on "watch" status. This indicates that the teacher and team will continue to analyze classroom data to determine if or when a formal plan is needed. This will be done quarterly.
- What if I have a student on "monitor" status?
"Monitor" status refers to students who have been on a formal plan at some time in their schooling career. The idea is that the team is monitoring their progress to determine if more support is needed again. At the end of each quarter, you will update the team on the student's progress using the "Monitor" form provided to you.
- Does the school still "test" students for learning disabilities?
*The short answer is 'no'. Testing will not be used to find a child eligible for ESE services. The state of Florida requires that the school must first try a series of interventions (RtI) to find a child eligible for ESE services under the categories of Specific Learning Disability (**SLD**), Emotional Behavior Disorder(**EBD**), or Language Impaired (**LI**). Our team will most certainly use any data provided to help in determining next steps for a child. **If a parent contacts you requesting testing, please contact **Alyssa Drilling**, school psychologist, immediately as she has a short time frame to contact the parent to discuss Florida's process for finding students eligible for learning disabilities and/or language impairments.***
- Why do I have a student with an IEP for a learning disability, but he is on a language intervention plan (RtI)?
In order to find a child language impaired, the child must go through the three tiers of intervention through the RtI process even if they already receive ESE services (for academics).
- Why do we have to wait six weeks before we can do anything for a child?
It's important that we not think of the six week period as a period of "waiting" for anything. In fact, we should not be waiting, we should be intervening. The whole purpose of the process is to try research-based interventions before we determine that a child has a learning disability. Finding a child eligible for special education services can highly impact a child for many years so making such a determination prematurely is irresponsible on our part.

One final note. . .

It is important that we convey this process to parents and others in a positive manner. We are a team with the same goal in mind... to help students be successful. If we allow our own opinions about the process to negatively affect our words or actions, we are only harming the child.



The success of the process lies heavily on the fidelity in which the interventions are delivered. If you have any questions or concerns, please reach out to our team so we can assist you. The earlier you ask for help, the better!

Please review the following group norms for all MTSS/RtI meetings.

MTSS/RtI Meeting Norms:

1. All members will be active participants in the meetings.
2. We will show respect for one another and assume the best in one another.
3. We will honor time constraints by remaining focused on the child and data provided.
4. We will honor our students by following confidentiality protocols.
5. We will follow through on plans made for instruction and interventions in order to be prepared for the next meeting and to provide our students with the highest quality of help possible.
6. We will ask ourselves and each other, “What is best for children?”